1928-1929

THE CALENDAR.

1930.

January 1, Wednesday	New Year's Day, a holiday.
January 20–24, Monday to Friday, inclusive	Semester examinations.
January 24, Friday	First semester ends.
January 27, Monday	Second semester begins.
February 24–28, inclusive	Midterm recess.
April 28 to May 2, inclusive	Spring recess.
May 16, Friday	Visitors' Day, Training School.
May 16, Friday	Tercentenary Pageant.
May 30, Friday	Memorial Day, a holiday.
June 5 and 6, Thursday and Friday	First entrance examinations.
June 13, Friday	Senior Class Day.
June 16, Monday	Principal's Reception to the Graduating Class.
June 17, Tuesday	Graduating Exercises.
June 18, Wednesday	Midsummer vacation begins.
September 8 and 9, Monday and Tuesday	Second entrance examinations.
September 10, Wednesday	School year begins.
September 12, Friday	Reception to first year students.
November 27, Thursday	Thanksgiving recess begins.
December 1, Monday	Classes resumed.
December 20, Saturday	Christmas recess begins.
December 28, Sunday	Christmas recess ends.
December 29, Monday	Classes resumed.

1931.

January 1, Thursday	New Year's Day, a holiday.
January 19 to 23, Monday to Friday	Semester examinations.
January 23, Friday	First semester ends.
January 26, Monday	Second semester begins.
February 24 to 28, Monday to Friday, inclusive	Midterm recess.
April 27 to May 1, Monday to Friday, inclusive	Spring recess.
May 15, Friday	Visitors' Day, Training School.
May 15, Friday	School Field Day.
June 4 and 5, Thursday and Friday	First entrance examinations.
June 12, Friday	Senior Class Day.
June 15, Monday	Principal's Reception to the Graduating Class.
June 16, Tuesday	Graduation Exercises.
June 17, Wednesday	Midsummer vacation begins.

Commonwealth of Massachusetts

DEPARTMENT OF EDUCATION.

PAYSON SMITH, *Commissioner of Education.*

Members of Advisory Board.

THE COMMISSIONER OF EDUCATION, *Chairman, Ex Officio.*

Term expires

1930. ARTHUR H. LOWE, Fitchburg.
1930. WALTER V. McDUFFEE, Central High School, Springfield.
1931. A. LINCOLN FILENE, 426 Washington Street, Boston.
1931. THOMAS H. SULLIVAN, Slater Building, Worcester.
1932. SARAH LOUISE ARNOLD, Lincoln.
1932. MRS. ELLA LYMAN CABOT, 101 Brattle Street, Cambridge.

Division of Elementary and Secondary Education and Normal Schools.

FRANK W. WRIGHT, *Director.*

BURR F. JONES	*Supervisor of Elementary Education.*
FRANK P. MORSE	*Supervisor of Secondary Education.*
ARTHUR B. LORD	*Research and Statistics.*
HARRY E. GARDNER	*Registration of Teachers.*
CARL L. SCHRADER	*Physical Education.*
ALMA G. PORTER	*Assistant in Physical Education.*

FACULTY.[1]

THE NORMAL SCHOOL.

WILLIAM B. ASPINWALL, A.B. (Harvard), Pd.M. (New York State College for Teachers), Ph.D. (University of Paris) . . . . . 1 Normal Street.
Education and Ethics.

LEE RUSSELL, B.Sc. (Worcester Polytechnic Institute) . . 27 Windsor Street.
General Science, Supervision of Apprentices.

M. HARRIETTE BISHOP, A.B. (Barnard), (Oswego, N. Y., State Normal School) . . . . . 1 Normal Street.
Chief Supervisor, Department of Apprenticeship, Education.

JESSE W. HUBBARD, A.B., A.M. (Indiana) . . . . . 72 Elm Street.
Geography.

MARY B. PRATT, B.S., A.M. (Columbia) . . . . . 134 Pleasant Street.
Supervision of Apprentices, History and Geography Methods, School Law.

LAWRENCE A. AVERILL, A.B., A.M., Ph.D. (Clark) . . . 5 Rupert Street.
Psychology, Education, Mental Hygiene.

MARGARET B. TOOLE (Worcester, Mass., State Normal School) 29 West Street.
Penmanship.

ANNABEL C. ROE, A.B. (Mount Holyoke) . . . . 38 Somerset Street.
Literature and Expression.

MYRA A. FITCH, A.B. (Colorado Teachers' College), (State Normal School, Castine, Me.) . . . . . 15 Irving Street.
Principal of Training Department, Supervision of Apprentices.

FLORENCE I. HOLDEN, B.S. (Boston University), (Worcester, Mass., State Normal School . . . . . Holden, Mass.
English Expression.

MARGUERITE C. MCKELLIGETT, A.B. (New York State College for Teachers) . . . . . 39 School Street, Warren, Mass.
French, Supervision of Apprentices.

ANNA A. KINGMAN, A.B. (Wellesley), (Anne L. Page Memorial Kindergarten Training School) . . . . Salem End Road, Framingham Centre, Mass.
Kindergarten-Primary Training, Supervision of Apprentices.

RUTH F. ATKINSON (Wellesley, Department of Hygiene) . 13 Congress Street.
Physical Training, Playground Games, Hygiene.

GRACE CLEE SMITH, B.S. (Mass. School of Art), (City Training School, Springfield, Mass.) . . . . . 2 Downing Street.
Art, Supervision of Apprentices.

LOIS C. RICKETTS (Lowell, Mass., State Normal School) . 24 Channing Street.
Music and Story Telling.

GERTRUDE V. WHEELER (Cortland, N. Y., State Normal School) 35A Oxford Street.
Supervision of Apprentices, Elementary Methods.

NATALIE H. HODGDON, A.B. (Wellesley) . . . . 53 Institute Road.
Nature Study, Biology and Hygiene.

EDMUND C. OSBORNE, B.S. (New York State College for Teachers), A.M. (Columbia) . . . . . Sterling Junction.
Higher Mathematics and Social Science.

GILBERT E. CASE, Ph.B., A.M. (Brown) . . . . 26 Catherine Street.
History and Government.

[2]MEREDITH F. BURRILL, A.B. (Bates), A.M. (Clark) . . 24 Loudon Street.
Geography.

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[1] Except the principal, arranged in the order of appointment.

[2] Substitute, 1929-30—1st Semester.

FRANCIS L. JONES, A.B., A.M. (Brown) . . . . 35 Chestnut Street.
Latin and Ancient History.

LENA A. WEST, B.S. (Columbia), (North Adams, Mass., State Normal School) . . . . . 26 Windsor Street.
Arithmetic and Reading Methods, Supervision of Apprentices.

CHARLES F. ECHTERBECKER, A.B. (Dartmouth), F. R. S. A. (London) . . . . . 35 Chestnut Street.
Education and Psychology.

MRYTIE I. WEBBER . . . . . 144 Elm Street.
Secretary to the Faculty.

WINIFRED C. FITCH . . . . . 15 Irving Street.
Librarian.

MABEL G. TEMPLE . . . . . Stoddard Terrace, Prospect Street.
Matron of the Dormitory.

PATRICK J. O'MALLEY . . . . . 1 Knight Street.
Chief Janitor.

SCHOOL OF OBSERVATION.

The Elizabeth Street School.

(Affiliated with the normal school for the purpose of observation.)

Elizabeth Street School

ALICE H. BELDING	Principal.
MARY J. DONNELLY, Assistant Principal	Grade 8.
MARGARET E. MAHER	Grade 8.
MAUDE A. WILLARD	Grade 7.
AGNES S. ROUGVIE	Grade 6.
MARION HARNEY	Grade 6.
MAY L. BROOKS	Grade 5.
ALICE E. SINNOTT	Grades 4, 5.
MARTHA E. PECK	Grade 3.
MARGARET J. SHEA	Grade 2.
LAURA M. CONNOR	Grade 1.
DOROTHY E. MCQUEENEY	Grade 1.
RUTH I. DUPREE	Kindergarten.
IRENE M. KENNEDY	Fresh-Air Room.

STATE NORMAL SCHOOL

WORCESTER, MASSACHUSETTS.

HISTORICAL STATEMENT.

The establishment of the State Normal School at Worcester was authorized by legislative resolve in 1871. The construction of the school building was begun in 1872 and was completed in 1874, so that it was first opened to students in September, 1874. The school started with a faculty of six teachers and a student registration of sixty-nine. Since that first year, these figures have increased to twenty-two Normal School teachers besides fourteen Observation School teachers, and two hundred seventy-five students.

In 1880, through the co-operation of the Superintendent and the School Committee of Worcester, a plan of apprenticeship for the normal school students in the city public schools was inaugurated and proved so satisfactory in providing for effective practice teaching that it has been continued for fifty years, and is still in successful operation. In 1911 one of the city schools was affiliated with the normal school for the purpose of directed observation of expert teaching on the part of the students in training.

During the earlier years the training courses were two years in length, then three years in length, both for Kindergarten and Primary teachers, and for teachers of all the grades of the elementary school. In 1921 there was also established the four year course, leading to the degree of Bachelor of Science in Education, and in 1929 the two year course was given up, leaving only the three year courses for the Kindergarten-Primary teachers and for Elementary School teachers, and the four year course for Junior and Senior High School teachers.

Since 1927, through Extension Courses offered by the Normal School in affiliation with the State Department of University Extension, opportunity has been granted also to graduates of the shorter courses to qualify for the degree of Bachelor of Science in Education. This privilege has been appreciated by a large number of graduates, as is shown by a registration of over three hundred teachers taking these courses for credit toward the degree.

The extension of the work of the normal school and the increase in its registration have necessitated for years the serious consideration of a new school plant, to provide more space and better facilities. The efforts to bring this about have resulted in a resolve passed in 1929 by the Legislature authorizing the erection of an entirely new normal school on a new site to be provided for this purpose by the City of Worcester, without cost to the State. The site selected, comprising twenty acres at the junction of May and Chandler Streets, known as the Lincoln Farm, has been secured and the Legislature of 1930 has made an initial appropriation of $150,000 to begin the erection of the new normal school plant. It is expected that the building will be ready for occupancy in 1931.

AIM AND PURPOSE OF THE SCHOOL.

The Department of Education by a vote passed May 6, 1880, stated the design of the school and the course of studies for the state normal schools as follows:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

REQUIREMENTS FOR ADMISSION

I. Application for Admission.—Every candidate for admission to a normal school is required to fill out a blank entitled "Application for Admission to a State Normal School" and send it to the principal of the normal school that he desires

to enter. This blank may be secured from the principal of the high school or the normal school and should be filed before June 1 of the candidate's senior year.

The following regulation issued by the Department of Education governs the receipt of applications:—

Application for admission to a state normal school will be received by the several schools from members of the senior class in secondary schools on and after January 1 of the year in which admission is sought.

Candidates who apply and do not gain admission during that year must reapply under the same conditions governing dates.

II. Blanks to be Filed by the High School Principal.—The principal of the high school last attended is expected to fill out two blanks—one giving the "Record of High School Work" and the other a "Rating of Personal Characteristics"—and send them to the principal of the normal school.

III. General Qualifications.—Every candidate for admission as a regular student must meet the following requirements:

1. *Health.*—A candidate must be in good physical condition and free from any disease, infirmity, or other defect that would unfit him for public school teaching. (See page 29.) A "Health Record" entered by the family physician on a blank to be furnished by the State Normal School must be presented with the "Record of High School Work," and before final admission is granted the candidate will be given a physical examination by the school physician.

2. *High School Graduation.*—The candidate must be a graduate of a standard four-year high school, or have equivalent preparation.

3. *Completion of Fifteen Units of High School Work.*—The "Record of High School Work" must show the completion of fifteen units accepted by the high school in meeting graduation requirements, a unit being defined as follows:

A unit represents a year's study in any subject in a secondary school, so planned as to constitute approximately one fourth of a full year of work for a pupil of normal ability. To count as a unit the recitation periods shall aggregate approximately 120 sixty-minute hours. Time occupied by shop or laboratory work counts one half as much as time recitation.

4. *Personal Characteristics.*—The "Rating of Personal Characteristics," and the moral character of the candidate, must, in the judgment of the principal of the normal school, warrant the admission of the candidate.

IV. Scholarship Requirements.

1. Effective in September, 1930 and 1931.

Same as in 1929—namely: of the 15 units presented for admission at least 10 units must be selected from the list given below (cf. IV, 2, d) and must be of satisfactory grade as determined by certification or examination. Three of these units must be in English and one in American history.

2. Effective in September, 1932.

Of the 15 units that can be presented for admission in 1932 ten must be selected as heretofore from the list given below (cf. IV, 2, d), but must include the 6 units listed below as "Prescribed" and 4 units from those listed as "Limited Electives"; the 5 additional units may as heretofore consist of any work which the high school will accept as meeting its graduation requirements.

3. Effective in September, 1933, and thereafter.

Of the 15 units presented for admission in 1933 and thereafter, 12 must be selected from the list given below (cf. IV, 2, d) and must include the 6 units listed below as "Prescribed," and 6 units from those listed as "Limited Electives"; the other 3 units may be "Free Electives."

PRESCRIBED (6 units beginning in September, 1932).

English	3 units.
United States History	1 unit.
Mathematics	1 unit.
Science	1 unit.
	6 units.

LIMITED ELECTIVES (4 units in 1932; 6 units in 1933 and thereafter).
To be selected from the following:

English	1 unit.
Foreign Language	2, 3, or 4 units.
History and Social Science	1 or 2 units.
Mathematics	1 or 2 units.
Science	1 or 2 units.
Fine and Practical Arts	1 unit.
Commercial Subjects (Typewriting not accepted without stenography.)	1 unit.
	6 units.

FREE ELECTIVES (5 units in 1932; 3 units in 1933 and thereafter).
These units of Free Electives may consist of any work which the high school accepts as meeting its graduation requirements.

All units of credit for admission may be secured either by certification by the high school or by examination by the normal school.

1. *Certification* may be granted for work of B or A grade to the amount of 1 unit for each year in which a subject is studied in the high school, provided the candidate is a graduate of a Class A high school or is in the upper half of the graduating class of a Class B high school. To be admitted by certification alone, the candidate must present work of B or A grade as follows: in 1930, 1931, 1932, 10 units; in 1933 and thereafter 12 units.

2. *Examination*—

a. Any candidate who is a graduate of a Class A or Class B high school whose record does not entitle him to certification for at least 5 units is required to secure credit by examination for 12 units of work.

b. Any candidate who is a graduate of a high school not entitled to certification may be permitted to secure credit toward admission by passing examinations in subjects evaluating 10 units, provided the 5 additional units necessary to make up the 15 units required for admission represent subjects which the high school accepts as meeting its graduation requirements and in which the candidate has secured grades acceptable to the high school.

c. It is understood that candidates are not to present themselves for examination in subjects not pursued during the last four years of the secondary school.

d. Examinations for this purpose will be offered by the Normal School in the following subjects:—

SOCIAL STUDIES.

Community Civics	½ or 1 unit.
History to about 1700	1 unit.
European History since 1700	1 unit.
Economics	½ unit.
Problems of Democracy	½ or 1 unit.
Ancient History	1 unit.
English History	1 unit.
Medieval and Modern History	1 unit.

SCIENCE.

General Science	½ or 1 unit.
Biology, Botany, or Zoology	½ or 1 unit.
Chemistry	1 unit.
Physics	1 unit.
Physical Geography	½ or 1 unit.
Physiology and Hygiene	½ or 1 unit.

FOREIGN LANGUAGE.

Latin	2, 3, or 4 units.
French	2 or 3 units.
Spanish	2 units.
German	2 or 3 units.

Mathematics.

Algebra	1 unit.
Arithmetic	1 unit.
College Review Mathematics	1 unit.
Geometry	1 unit.

Commercial Subjects.

Stenography (including Typewriting)	1 or 2 units.
Bookkeeping	1 unit.
Commercial Geography	½ or 1 unit.
Commercial Law	½ unit.

Fine and Practical Arts.

Home Economics	1 or 2 units.
Manual Training	1 unit.
Drawing	½ or 1 unit.
Music	1 unit.

V. Method of Selection of Candidates in Case of an Excess of Applicants.—If the number of applicants for admission is, on July 1, in excess of the number that the facilities of the school will accommodate, the plan of admission as already stated will be somewhat modified. The scholarship record and the ratings of the personal characteristics of *all* applicants will be evaluated in accordance with the method stated below. Candidates will then be admitted in the order of their total scores until the capacity of the school has been reached.

(a) Scholarship will be allowed 75 points for 15 units of work.

(b) Personality will be allowed 25 points.

As a basis of computing the total score from the scholarship record, as submitted by the high-school principal, a mark of "A" will be given 5 points; "B", 4 points; "C", 3 points; "D", 2 points. (For the system of marking, see Manual for High Schools, page 74.)

As a basis of computing the personality record, which includes ten characteristics exclusive of health, a mark of "Excellent" will be allowed 2½ points; "Good" 2 points; "Fair", 1½ points; "Poor", 1 point.

Each applicant must also pass a satisfactory physical examination before final admission can be gained.

VI. Filing of Application for Admittance.—Application blanks should be filed as soon after January 1 of the senior year of the applicant as is convenient, and must be filed before June 15 of that year.

VII. Place, Time, and Division of Examinations.—Entrance Examinations may be taken in June and September at any State Normal School (including the Normal Art School) at the convenience of the applicant. A candidate may take all the examinations at one time or divide them between June and September. Students who have completed the third year in a secondary school may take examinations in not more than five units other than English, in either June or September. Permanent credit will be given for any units secured by examination or certification.

VIII. Admission as Advanced Students.—A graduate of a Normal School or of a college may be admitted as a regular or advanced student, under conditions approved by the Department.

IX. Admission of Special Students.—When any Normal School, after the opening of the school year, can accommodate additional students, the Commissioner may authorize the admission as a special student of any mature person recommended by the principal as possessing special qualifications because of exceptional and vital experience and achievement outside of school. Special students are not candidates for diplomas or degrees until they qualify as regular students, but they may receive certificates from the Department upon the satisfactory completion of the work of any curriculum.

CURRICULA.

Three curricula are offered as described on the following pages. These curricula comprise:

(I) *A three-year elementary school teachers' curriculum*, designed for students preparing to teach in the first six grades of the elementary school;

(II) *A three-year kindergarten-primary curriculum*, designed for students preparing to teach in the kindergarten or the first three grades of the elementary school;

(III) *A four-year curriculum*, leading to the degree of BACHELOR OF SCIENCE IN EDUCATION, designed for students preparing to teach in the junior or senior high school.

If the number of applicants for admission who are able to meet the entrance requirements should in any one year exceed the accommodations of the school, the number that may be admitted into any curriculum will, in accordance with the regulations of the department of education, be necessarily limited.

I. Elementary School Teachers' Curriculum.

A three-year course, designed for students preparing to teach in the first six grades of the elementary school.

THREE-YEAR ELEMENTARY COURSE.

First Year		*Second Year*	
Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Art		Art	
31 Principles of Art	2	32 Methods of Teaching Art	1
Education		Education	
31-1 Observation and Methods	4	32-1 Educational Psychology	2
31-2 Introduction to Education	2	32-2 Class Management	1
31-3 Introductory Psychology	3	32-3 School Law	½
31-4 Health Education	1	32-4 Kindergarten Theory	½
English Expression		English Expression	
31-1 English Essentials	5	32-1 Reading and Language Methods	3
31-2 Penmanship	½	32-2 Written Expression	1½
31-3 Library Instruction	½	Geography	
Geography		32 Methods of Teaching Geography	3
31 Regional Geography	3	History	
History		32-1 Methods of Teaching History	4
31 European Backgrounds of United States History	3	32-2 The Constitution	½
Literature		32-3 Citizenship	2
31 Story-Telling, Children's Literature	2½	Literature	
Mathematics		32 Selected Literature	2
31 Practical Arithmetic	3	Mathematics	
Music		32 Methods of Teaching Arithmetic	2
30, 31 Chorus and Technique	1	Music	
Physical Education		30, 32 Chorus and Methods of Teaching Music	1½
31 Activities and Games	1	Physical Education	
Science		32 Activities and Games	1
31 Biology	3	Science	
		32 Elementary Science and Methods	2½
		Teaching for 9 weeks	

Third Year

Art		Literature	
33-1 Correlation of Art and the Curriculum	1	33 Modern Literature	3
33-2 Art Appreciation	1	Mathematics	
Education		33 Applied Arithmetic	3
33-1 Educational Sociology	2	Music	
33-2 Educational Measurements	2	33 Music Appreciation	1½
English Expression		Physical Education	
33 Oral Expression	3	33 Activities and Games	1
Geography		Science	
33 Advanced Regional Geography	4	33 Applied Science	2½
History		Teaching for 9 weeks	
33 History of Institutions	4		

Special Notice

Students who desire to teach in the first six grades of the elementary school and who also desire to secure the degree of Bachelor of Science in Education, may, upon graduation from the Three-Year Curriculum, as outlined above, return for a fourth year and qualify for the degree by the satisfactory completion of the following courses:—

Fourth Year

(Only for graduates of the Three-Year Elementary Teachers' curriculum as outlined above)

Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Education		History	
44-1 Educational Experimentation	2	402 Economic History of the United States	6
44-3 Mental Hygiene	2	Literature	
English		403 World Literature	6
43 Advanced English Expression	3	Mathematics	
Elective English	3	43 Mathematics for the Elementary School	2
Geography		Science	
403 a Advanced Physical Geography b Correlation of Geography and History	6	42 General and Civic Biology	4
Also Physical Education			

II. Kindergarten-Primary Teachers' Curriculum.

A three-year course, designed for students preparing to teach in the kindergarten and the first three grades of the elementary school. Students wishing to elect the curriculum of the kindergarten-primary teachers' department must (1) be able to play the piano readily and must possess a voice whose tones in singing and speaking are true and pleasing; (2) show an earnest and sympathetic understanding of very young children; and (3) manifest a consciousness of the present-day ideals of social service.

Three-Year Kindergarten-Primary Course.

First Year		*Second Year*	
Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Art		Art	
31 Principles of Art	2	32 Methods of Teaching Art	1
Education		Education	
31-1 Observation and Methods	2	32-1 Educational Psychology	2
31-2 Introduction to Education	2	32-2 Class Management	1
31-3 Introductory Psychology	3	32-3 School Law and Hygiene	1
31-4 Health Education	1	English Expression	
English Expression		32-1 Reading and Language Methods	2
31-1 English Essentials	3½	32-2 Oral, Expression (cf. Course 33)	2
31-2 Penmanship	½	Geography	
31-3 Library Instruction	½	32 Methods of Teaching Geography	1
31-4 Primary English Methods	1½	History	
Kindergarten Training		32-2 The Constitution	½
31-1 Directed Study of Children	5	32-3 Citizenship	2
31-2 Educational Materials	5	Kindergarten Training	
31-3 Free Play, Organized Games and Rhythmic Expression	1	32-1 Teaching Programs	4
Literature		32-2 History of Child Education	3
31 Story-Telling, Children's Literature	2½	32-3 Directed Study of Child (cont.)	1½
Music		Literature	
30, 31 Chorus and Technique	1	32 Selected Literature and Methods	2
Physical Education		Mathematics	
31 Activities and Games	1	32 Methods of Teaching Arithmetic	3
Science		Music	
31 Biology	3	30, 32 Chorus and Methods of Teaching Music	1½
		Physical Education	
		32 Activities and Games	1
		Teaching for 9 weeks	

Third Year

Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Art		Kindergarten Training	
33-1 Correlation of Art and the Curriculum	1	33-1 Directed Study of Children (Cont.)	1½
33-2 Art Appreciation	½	33-2 History of Child Education (Cont.)	3
Education		33-3 Organization of the Kindergarten	2
33-1 Educational Sociology	2	33-4 Problems in Child Research	2½
33-2 Educational Measurements	2	Literature	
		33 Modern Literature	3
Geography		Music	
33 Regional Geography	3	33 Music Appreciation	1
		Physical Education	
History		33 Activities and Games	1
32-1 Methods of Teaching History	1	Science	
33-1 History of Institutions	3	33 Nature Study	1½
		Teaching for 9 weeks	

III. Four-Year Curriculum, Leading to the Degree of Bachelor of Science in Education.

Note.—Students desiring to complete first the three-year elementary school or kindergarten-primary teachers' course will take the courses outlined above under that heading or as given in the catalogues of the several State Normal Schools. Graduates from the former two-year and three-year courses in any Massachusetts State Normal School are enabled, by completing the work required for this degree, to improve their preparation for teaching in the elementary school. To qualify for teaching in the junior or senior high school, students must devote the entire four years to their preparation. Those entering the first year as candidates for the degree will be asked to elect two departments in which they desire to do intensive work with a view to teaching these subjects in junior or senior high schools. At the present time the election of these major subjects may be made from the following departments: English, French, Geography, Latin, History and social science, and Mathematics.

The descriptions of the different courses will be found on pages 11 to 26. It should be noted that the right is reserved to withdraw any course in which the number of students electing it is not sufficiently large to justify the formation of a class. In choosing their major subjects, students should be guided by their natural abilities, their interests, and their previous training.

Four-Year Course.

First Year		*Second Year*	
Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Education		Education	
41-1 Observation and Methods	3	42-1 Psychology of Adolescence	3
41-2 Introduction to Education	2	42-2 Methods in Secondary Education	3
41-3 Introductory Psychology	3	English Expression	
English Expression		42 English Expression	2
41 Rhetoric and Composition	6	History	
History		42 American History	6
41 Modern European History	6	Literature	
Science		42 Introduction to Literature	2
41 General Science	2	Mathematics	
Electives	12	42 Mathematics for the Secondary School	2
Also Physical Education		Science	
		42 General and Civic Biology	4
		Electives	12
		Also Physical Education	

Third Year		*Fourth Year*	
Name and Number of Course	Semester Hours	Name and Number of Course	Semester Hours
Education		Education	
43-1 Educational Measurements	2	44-1 Educational Experimentation	2
43-2 History of Education	2	44-2 Hygiene of Adolescence	2
English Expression		44-3 Mental Hygiene	2
43 Advanced English Expression	3	History and Social Science	
History and Social Science		44 Economics	4
43 Sociology	6	Electives	20
Literature		Also Physical Education and Practice Teaching: one period daily, 19 weeks*	
43 Advanced English Literature	3		
Electives	12		
Also Physical Education and Practice Teaching: 9 weeks			

* Subject to change in 1931.

THE COURSES OF INSTRUCTION.

Note.—All courses described below are evaluated in semester hours. To qualify for the diploma granted to graduates of the Three-Year Elementary Teachers' Curriculum and the Three-Year Kindergarten-Primary Teachers' Curriculum a student must complete satisfactorily courses aggregating ninety semester-hours besides the required physical education and the required practice teaching. To qualify for the degree of Bachelor of Science in Education, which is granted to graduates of the Four-Year Curriculum, a student must complete satisfactorily courses aggregating one hundred and twenty semester-hours besides the required physical education and the required practice teaching. The class periods are fifty minutes in length.

ART.

Three-Year Course.

31. Principles of Art. Miss Smith. First year. Thirty-eight weeks: two periods weekly. (Two semester-hours.) A study of the principles underlying graphic expression, construction and appreciation as taught in the elementary grades, and of their application to materials available for school use as well as to the making of simple objects of utility and beauty from those that are appropriate.

32. Methods of Teaching Art in the Elementary School. Miss Smith. Second year. Nineteen weeks: two periods weekly. (One semester-hour.) A study of the psychological methods effective in the teaching of art in the elementary grades, with practice in making plans of lessons, opportunity to observe the teaching of art and some experience in teaching it.

33-1. The Correlation of Art and the Elementary School Curriculum. Miss Smith. Third year. Nineteen weeks: two periods weekly. (One semester-hour.) A course designed to examine the relationships of art with other subjects in the elementary grades, with the purpose of understanding its importance and value in progressive education and in social and industrial life.

33-2. Art Appreciation. Miss Smith. Third year. Nine and one-half weeks: four periods weekly. (One semester-hour.) A study of the use of art in the everyday life of the past and the present, with a view to improving one's standards of determining taste and the proper bases for judgment in this field. Field trips, museum visits.

Four-Year Course.

Elective.

401. Art Appreciation. Miss Smith. Thirty-eight weeks: two periods weekly. (Three semester-hours.) A course in art analysis which enables the student to understand, recognize and apply the principles of art. Supplemented by trips to the Worcester Art Museum for the critical study of various types of art work.

402. The History of Art. Miss Smith. Thirty-eight weeks: two periods weekly. (Three semester-hours.) A course dealing with the evolution of art and the important periods of art from prehistoric times to the present. Much reading, individual study and observation, field trips and criticism of art work.

EDUCATION AND PSYCHOLOGY.

Three-Year Course.

31-1. Observation and Methods of Teaching. Miss Wheeler, Miss McKelligett and Dr. Averill. First year. Thirty-eight weeks: two recitation periods weekly; one period of observation weekly. (Four semester-hours.) A study, aided by direct observation of class teaching, of those aims and principles of education which most plainly influence method, of their application to the various subjects in the elementary school curriculum and of the exercises employed to realize them. An important part of this course consists of weekly periods of observation of class work in the Elizabeth Street School (see page 27) and thus prepares the students directly for the later apprenticeship in the public schools of the city.

31-2. Introduction to Education. Dr. Aspinwall, Miss Fitch, and Mr. Echterbecker. First year. Nineteen weeks: two periods weekly. (Two semester-hours.) Emphasis in this course will be placed upon the function and aims of education, educational values, development of proper study habits in children and the measurement of the results of teaching. Special practice in giving and scoring standard tests will be afforded. Class discussions, assigned readings and reports.

31-3. Introductory Psychology. Mr. Echterbecker. First year. Nineteen weeks: three periods weekly. (Three semester-hours.) Introductory course dealing with the child's native capacity and tendencies, with the development of habits, the utilization of these native trends in the early learning processes, and the establishment of sympathetic bonds between the teacher and pupil. Motivation of school work, and the development of skills and good habits will be emphasized.

31-4. Health Education and Methods of Teaching Health. Miss Hodgdon. First year. Thirty-eight weeks: one period weekly. (One semester-hour.) A course devoted to the hygiene of the school child and its relations to the aims of the school. Methods of teaching hygiene to children are studied and emphasis is placed upon medical inspection, the sanitation and hygiene of schoolhouses and grounds, and those problems most likely to be encountered in the average school. Only those facts of physiology and anatomy which have special significance for hygiene are considered.

32-1. Educational Psychology in Elementary Subjects. Mr. Echterbecker. Second year. Nineteen weeks: two periods weekly. (Two semester-hours.) A course on the psychology of elementary school subjects based on the teaching experience furnished in the first year. The conduct of the class in the various types and methods of teaching in the grades will be stressed, and special emphasis will be laid on the conditions necessary to learning, and other factors of child experience.

32-2. Class Management and Professional Ethics. Dr. Aspinwall. Second year. Nineteen weeks: one period weekly. (One semester-hour.) A study of the nature and aim of the school, the problems of student conduct, the meaning and problems of control and discipline, the personal qualifications of teachers for the training of children toward right living, and the problems of the teacher's conduct as a member of the teaching profession. Assigned readings and discussions.

32-3. School Law. Miss Pratt. Second year. Nine and one-half weeks: one period weekly. (One-half semester-hour.) A brief survey of the law of Massachusetts relating to public instruction, with the aim to give an intelligent idea of such legislation as it applies to the teacher's work, and acquaintance with the privileges and duties of a public school teacher.

32-4. Theory of the Kindergarten. Miss Kingman. Second year. Nine and one-half weeks: one period weekly. (One-half semester-hour.) A course for

students not preparing to teach in the kindergarten department designed to acquaint them with the educational aims and spirit of Froebel's teachings and with the modern kindergarten theories as well.

33-1. Educational Sociology. Mr. Echterbecker. Third year. Nineteen weeks: two periods weekly. (Two semester-hours.) A course designed to give the student an introduction to educational aims in relationship to prevailing social, economic, and political ideals. An attempt is made to interpret the present procedures in education in the light of the social evolution of the past. Some attention is given to similar developments in the educational systems and aims of other countries. A study of the newer types of schools and their curricula will be made, and the newer philosophy of education analyzed, together with the major tendencies in educational development.

33-2. Standardized Measurements in the Grades. Mr. Echterbecker. Third year. Nine and one-half weeks: four periods weekly. (Two semester-hours.) An intensive course in sectioning pupils, in measuring the products of teaching, in diagnosing unsatisfactory results, in correcting instructional procedure and in evaluating the relative merits of the various teaching methods in classroom subjects. Practice in testing will be afforded and the interpretation of the data will be stressed.

Four-Year Course.

Prescribed.

41-1. Observation and Methods of Teaching. Miss Wheeler, Miss Pratt and Dr. Averill. First year. Nineteen weeks: two periods weekly; and nineteen weeks: four periods weekly. (Four semester-hours.) A course similar to Education 31-1, but designed for students in the four-year department.

41-2. Secondary Education (Introductory Course). Dr. Aspinwall, Miss Fitch, and Mr. Echterbecker. First year. Nineteen weeks: two periods weekly. (Two semester-hours.) The aim of this course is to help the student become acquainted with the principles of secondary education. The place of the junior and senior high schools in the secondary education scheme. Pupil accounting. The place and function of the various high school subjects. Extra-curricular activities. Promotion schemes and speed groupings. Educational and vocational guidance. Newer methods of testing results. Marking systems. Individualized instruction. Lectures. Class discussion. Reports. Survey of educational literature.

41-3. Introductory Psychology. Dr. Averill. First year. Nineteen weeks: four periods weekly. (Four semester-hours.) This course is designed as an introduction to general and educational psychology for students in the four-year department. Opportunity is given for extensive observation and for simple experimentation. Group projects; individual investigations; assigned readings and reports; lectures, demonstrations and discussions.

42-1. The Adolescent Age. (a) The Psychology of Adolescence; (b) Educational Psychology. Dr. Averill. Second year. Nineteen weeks: three periods weekly. (Three semester-hours.) (a) A general survey of the physical, mental, social, and moral aspects of pubescence and adolescence. The nature of growth and the factors which condition growth. Development of motor powers and functions. Adolescent diseases and defects. Important instincts of the period. Growth of the social self. Unfolding of the emotional life. Psychic changes. Will and the moral self. The rising generation in its relation to the race, to the older generation, and to the future. Youth and amusements. Vocational guidance and counsel. Juvenile delinquency and crime. Religious and moral evolution. Review of adolescent literature and biography. Book reports and seminars. Wide collateral reading. Lectures. Independent individual investigation. (b) Educational content and aim in the light of adolescent psychology. Application of the principles of adolescent psychology to the teaching and training of youth in the schools.

42-2. Educational Methods in the Secondary School. Mr. Echterbecker. Second year. Nineteen weeks: three periods weekly. (Three semester-hours.) A course in classroom procedure giving practice in motivation, discipline, the use of

problem, project and socialized discussion methods. Also in the development of plans for special attention to individual needs, and in the application of the Dalton, Winnetka and similar plans to classroom instruction. Lectures. Class discussions. Individual reports.

43-1. Educational Tests and Measurements. Mr. Echterbecker. Third year. Nine and one-half weeks: four periods weekly. (Two semester-hours.) A course designed to give teachers a first-hand knowledge of the development of tests, their purpose, operation, technique and evaluation. Practice will be given in testing products obtained in the various types of subject matter, and in the statistical treatment of the results of the tests. Wide collateral reading. Much discussion. Individual investigation.

43-2. History of Education. Mr. Echterbecker. Third year. Nine and one-half weeks: four periods weekly. (Two semester-hours.) It is aimed in this course to study briefly the steps in the progress of education from earliest to present times as a background for the appreciation of the modern educational movements. The ideals and philosophy of the leaders of the various periods will be studied and their bearing on modern free education will be pointed out.

44-1. Practical Experimentation in Education. Dr. Averill and Mr. Echterbecker. Fourth year. Nineteen weeks: four periods weekly. (Two semester-hours.) The aim of this course is to familiarize students with the technique and methodology of scientific experimentation in educational and general psychology, and in the psychology of testing. The experimental work done in the field of educational measurements involves the carrying out of testing programs in such accessible schools as invite the co-operation of the department.

44-2. Hygiene of Adolescence. Dr. Averill. Fourth year. Nine and one-half weeks: four periods weekly. (Two semester-hours.) A course designed for students preparing to teach in junior and senior high schools. The fundamental phases of child health and physical development will be considered, as also methods of teaching health to the adolescent pupil.

44-3. Mental Hygiene. Dr. Averill. Fourth year. Nine and one-half weeks: four periods weekly. (Two semester-hours.) A course designed to introduce the student to the general subject of mental health. The hygiene of performance; the hygiene of attitude; the hygiene of the school day; the physical basis of mental health; habit and the conditioned reflex; the mental health of the subnormal and the accelerated pupil; the normal child; overpressure and overstimulation; the problem child; adjustment and maladjustment; the mental hygiene of the school subjects; the mental health of the pre-school child; the hygiene of instruction; mental hygiene and the home; mental mechanisms; abnormalities and psychoses; neuroses. Considerable time will be given to a consideration and discussion of type cases of maladjustment of an emotional, social, or moral significance in childhood. Assigned readings and reports from the sources; case conference, clinical visitation; lectures, class discussions.

Elective.

401. Supervision and Administration. Dr. Aspinwall and Mr. Echterbecker. Third year. Nineteen weeks: two periods weekly. (Two semester-hours.) A survey of the practice of school organization and administration, with an investigation of the principles underlying them; a study of the aims, methods and principles of supervision. Individual investigation, special reports, assigned reading.

402. Kindergarten and Primary Theory. (Advanced Course). Miss Kingman. Nineteen weeks: two periods weekly. (Two semester-hours.) A course primarily for kindergarten teachers, discussing the newer experiments in kindergarten training and methods, their applicability to specific environments, and the advanced technique demanded to meet these requirements.

403. Ethics. Dr. Aspinwall. Thirty-eight weeks: two periods weekly. (Four semester-hours.) A study of the fundamental principles of morality, with a view to determining their content and to understanding their implications; also a dis-

cussion of the application of the principles to the problems of our social life. Lectures and assigned reading.

404. Psychology of Exceptional Children. Mr. Echterbecker. Nineteen weeks: two periods weekly. (Two semester-hours.) A study of individual differences with particular attention to the retarded and the precocious child in the classroom. The method will be largely clinical case study, including the gathering of data, social and hygienic investigation, diagnosis and prognosis, as well as experiment in corrective measures. Visits will be made to the clinics, Juvenile Court, and special classes in the schools.

405. Advanced Measurements and Statistics. Mr. Echterbecker. Fourth year. Nineteen weeks: two periods weekly. (Two semester-hours.) Various methods of correlation and partial correlation will be applied to the data secured by students in the course in testing school children. The studies will be by laboratory method principally, and technique will be emphasized.

ENGLISH LANGUAGE.

Three-Year Course.

31-1. English Essentials. Miss Holden and Miss West. First year. Thirty-eight weeks: three periods weekly. (Five semester-hours.) A course designed to give much practice in applying principles of grammar, syntax and expression in order to increase the pupils' knowledge of and facility in oral and written expression. It is intended to establish the standards of expression essential for the teacher's use with elementary school children and is in part a preparation for Courses 32-1 and 32-2. Assigned reading, special reports, class discussion.

31-2. Practice Course and Methods of Teaching Penmanship in the Elementary Grades. Miss Toole. First year. Nineteen weeks: one period weekly. (One-half semester-hour.) A course designed to train students to write well both on paper and on the blackboard, and to give them the skill required to teach penmanship to pupils in the elementary school. Practice is also provided in conducting class exercises in order to give students acquaintance with the methods of teaching the subject and an opportunity to develop the ability to teach it.

31-3. Library Instruction. Miss Fitch. First year. Nineteen weeks: one period weekly. (One-half semester-hour.) A study of the tools of the library: the system of loan slips, the card catalogue, readers' guides, reference books and other library helps, such as pamphlets, pictures, magazines, etc.; supplemented by practice work in taking care of designated book shelves and keeping accurate account of borrowed books.

32-1. Methods of Teaching Reading and Language in Elementary Grades. Miss West. Second year. Nineteen weeks: three periods weekly. (Three semester-hours.) A study of methods of teaching reading and oral and written expression in the first six grades of the elementary school, including the making and discussion of typical plans of presenting lessons. Consideration is also given to methods of teaching spelling and penmanship, especially in their relation to reading, and means are employed to secure original composition by using observation in school as a basis for such work. Assigned reading, observation, special reports, class discussion.

32-2. Written Expression. Miss Holden and Miss West. Second year. Nine and one-half weeks: three periods weekly. (One and one-half semester-hours.) This course is a continuation of the written work of Course 31-1 and emphasizes the study of models of composition with much practice in using a variety of forms of expression.

33. Oral Expression. Miss Holden. Third year. Nineteen weeks: three periods weekly. (Three semester-hours.) A course designed to give opportunity for much oral expression in a variety of life situations: reading, reports, dramatics, debates, conferences, conversation, parliamentary procedure, etc. To a considerable degree the subject matter will be such as will help furnish a background for the teaching of reading, particularly poetry and of story-telling.

Four-Year Course.

Major Requirements: Courses 41, 42, 43.

Prescribed.

41. Rhetoric and Composition. Miss Holden. First year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) A course designed to give much practice in applying principles in order to increase the student's facility in oral and written expression.

42. English Expression. Miss Roe. Second year. Nineteen weeks: two periods weekly. (Two semester-hours.) A course in oral and written expression which, through recitation of verse and prose, the presentation of original compositions of various types, group projects, the study of the dictionary, aims to develop correctness and ease in writing and speaking.

43. Advanced English Expression. Miss Roe. Third year. Fourteen weeks: four periods weekly. (Three semester-hours.) A continuation of English 42 with practice in a variety of forms of writing.

Elective.

401. Junior and Senior High School English. Miss Roe. Second year. Nineteen weeks: three periods weekly. (Three semester-hours.) A course dealing with subject-matter suitable for the junior and senior high school. Special reports and assigned readings.

402. Methods of Teaching English in the Junior and Senior High Schools. Miss Roe. Fourth year. Fourteen weeks: three periods weekly. (Two semester-hours.) A study of the principles and methods of teaching oral and written expression in junior and senior high schools. Examination of textbooks. Assigned readings.

FRENCH.

Four-Year Course.

Major Requirements: Courses 401, 402, 403, 404.

Elective.

401. Critical Study of the French Language. Miss McKelligett. First year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) Open to students who have studied French for three years, or who satisfy the instructor of their fitness to profit by it. It is an analytical and synthetic study of the French language, with emphasis upon forms, development of the language, the fundamental principles of grammatical construction and of phonetics. The course calls for much discussion in French, and aims to develop a fluency in oral expression in the foreign language.

In this and the following courses, attention will be given to methods of teaching French. Simple oral and written conversation and composition dealing with phases of everyday life and manners in France will be included.

402. History of French Literature. Miss McKelligett. Second year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) Open to students who have passed in French 401. This course will consist of a study of French literature, with the historical and social background from the old French epic poems to modern prose and poetry, stressing the development of the French language; growth of the theatre, etc. The course will be conducted in French, much reading and written reports in French will be required.

403. (a) The Classical Period in French Literature. (b) Advanced French Conversation and Composition. Miss McKelligett. Fourth year. Twenty-eight weeks: four periods weekly. (Six semester-hours.) Open to students who have passed in French 402 or who have satisfied the instructor of their fitness to take it. (a) A study of the place of classicism in the development of the French language and literature, with special attention to selected works of the leading writers of the period. Lectures, discussion, much reading, and special reports, with the aim of cultivating an appreciation of the literary values of this school of French writers.

(b) Much writing of idiomatic French composition, based on a study of common idioms and grammar difficulties. Original composition, both oral and written, discussion of many topics, with a view to increase the vocabulary as well as the facility and fluency of expression. The entire course will be conducted in French.

404. Selected French Prose and Poetry. Miss McKelligett. Third year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) Open to students who have passed in French 403. The course will consist of the study of the life and works of representative French poets and prose writers, emphasizing work of a certain century or great movement in the literature, as the nineteenth century, century of Louis XIV, the Romantic movement, etc. The course may, therefore, be taken in two succeeding years. It will be conducted wholly in French.

GEOGRAPHY.

Three-Year Course.

31. Regional Geography. Mr. Hubbard. First year. Nineteen weeks: three periods weekly. (Three semester-hours.) An investigation of the bases upon which the continents may be divided into natural regions; selection and interpretation of the problems that are of the greatest interest and importance in typical regions. Class discussion, map work, and assigned readings.

32. Methods of Teaching Geography in Elementary Grades. Miss Pratt. Second year. Nineteen weeks: three periods weekly. (Three semester-hours.) A study of the point of view and methods of teaching geography in the first six grades of the elementary school, with special attention to the subject-matter involved. Emphasis is placed upon the selection and organization of subject-matter; practice in obtaining geographic information; sources and uses of objective materials; representation in sand and with crayon. Assigned reading, special reports, class discussion.

33. Advanced Regional Geography for Teachers in the Elementary Grades. Mr. Hubbard. Third year. Nineteen weeks: three periods weekly; nine and one-half weeks: two periods weekly. (Four semester-hours.) A general view of the natural regions of the world showing the distribution of the various types, how their industries are related, what products each contributes to the world's needs and the chief trade routes of distribution.

Four-Year Course.

Major Requirements: Courses 401, 402, 403, 404.

Elective.

401. Advanced Regional Geography. Mr. Hubbard. First year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) An introductory course for students, in the four-year department, who intend to major in geography. Selected regions are studied in detail to show (1) the bases upon which the continents may be divided into natural regions, (2) the causal factors which have operated in producing geographic results, (3) the relation of their development to other regions of the world. The continents of North America and South America are used as a basis of the work.

402. (a) Mathematical Geography. (b) Geography in the Secondary School. Mr. Hubbard. Second year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) (a) A course dealing with the mathematical phases of geography that are of most practical importance to teachers. Map projection; determination of latitude and longitude; time relations; movements of the earth. (b) A study of the place of geography in the curriculum; types of work suitable for the junior high school and the senior high school. A part of the work in this course includes a study of the regional geography of Europe and Asia.

403. (a) Advanced Physical Geography. (b) Correlation of Geography and History. Mr. Hubbard. Third year. Twenty-eight weeks: two recitation periods weekly, two laboratory periods weekly. (Six semester-hours.) (a) A study of (1) the elements of environment, such as topography, soils, waters, mineral

resources, climate and vegetation; (2) ways in which each of these factors have influenced human affairs. (b) A course designed to show through a study of specific examples how the history of a region can be used to interpret its geographic conditions and what influence geography has had upon the great movements of history.

404. (a) Economic Geography. (b) World Relations. Mr. Hubbard. Fourth year. Thirty-eight weeks: two recitation periods weekly, one laboratory period weekly. (Six semester-hours.) (a) A survey of the geographic factors involved in the production and distribution of raw materials, finished products and foods; the location of land and water routes of commerce. Special attention is given to the study of influences of physical environment in determining economic results. (b) The purpose of this course is to bring together and organize the geographic knowledge acquired in previous courses in order to form a general concept of the interdependence and relation of different parts of the world; to show the geographic basis of world problems; to understand how our own country is related to world affairs.

HISTORY AND SOCIAL SCIENCE.

Three-Year Course.

31. European Backgrounds of American History. Mr. Case. First year. Nineteen weeks: three periods weekly. (Three semester-hours.) This course is intended to demonstrate to the student both the direct and indirect dependence of much of the early American development upon European factors and to show the necessity for a knowledge of European backgrounds in the proper appreciation of American history. Attention will also be given to American diplomacy and the present relationships of the United States to Europe. Lectures, assigned readings and reports.

32-1. Methods of Teaching History in Elementary Grades. Miss Pratt. Second year. Twenty-eight weeks: three periods weekly. (Four semester-hours.) A study of the aims, principles and methods of teaching history in the first six grades of the elementary schools. It includes a consideration of the needs of the child and of his point of view as they are related to historical facts and material; a study of the social duties and opportunities of citizens both young and old; the collecting and examination of textbooks and illustrative material; and the selection and grading of this material in the course of study with a view to building up in the children's minds correct ideas of intelligent, useful and patriotic citizenship. In this work emphasis is placed upon lesson planning and the various types of teaching such as story telling, picture study, constructive work, project teaching, the use of the sand table and other dramatization.

32-2. The Constitution of the United States of America. Mr. Osborne. Second year. Nine and one-half weeks: one period weekly. (One-half semester-hour.) A consideration of the adoption of the constitution, its principal provisions, and its application to national and local matters, with suggestions for teaching in the grades.

32-3. Methods of Teaching Citizenship in Elementary Grades. Miss Smith. Second year. Nine and one-half weeks: four periods weekly. (Two semester-hours.) A study of the principles and methods of teaching citizenship in the first six grades of the elementary school, starting from the child's point of view. It emphasizes the child as a citizen, and examines the community as the group to which he belongs; it deals with his activities and relationships in the home, the school, the club or the "gang," and, above all, with his feelings, his thoughts and his actions toward the flags of the state and of the nation; and it directs his attention to the place of his nation among the nations of the world. As a part of the course the principles and methods of teaching this subject are studied, recent textbooks and other teaching material are examined, and considerable opportunity is afforded for individual observation of and participation in definite acts of citizenship.

33. History of Social and Political Institutions. Mr. Case. Third year. Twenty-eight weeks: three periods weekly. (Four semester-hours.) (a) This

course is designed to afford the student an historical survey of the more important social, economic, and political institutions of our day with a view toward determining the manner in which they evolved and their present function in society. (b) It is the purpose of a portion of the course to give the student a general perspective of the whole field of American history to bring out the relative importance of events and movements in the various periods, and to point out the better and more readily available references to be used by the teacher for her own preparation while teaching American history. Lectures, assigned readings and reports.

Four-Year Course.

Major Requirements: Courses 41, 42, 43, 401, 402.

Prescribed.

41. Modern European History. Mr. Case and Miss Pratt. Thirty-eight weeks: three periods weekly. (Six semester-hours.) The study of the significant movements in modern European history, such as the growth of modern democratic institutions and the struggles for constitutional government. Attention will be given to the importance of these facts in relation to the history of the United States and their bearing upon modern world events. An investigation of social and economic development.

42. American History. Mr. Case. Second year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) The study of the significant movements in American History, such as the development of democratic institutions and the emergence of the present system of government. Attention will be given to the influences exerted by Europe and to the relations of the United States to the rest of the world today. The emphasis will be upon social, intellectual, and industrial progress. Considerable training in the use of reference material and the preparing of papers.

43. Principles of Sociology. Mr. Osborne. Third year. Twenty-eight weeks: four periods weekly. (Six semester-hours.) An introduction to the social point of view, with special attention to the investigation of the scope, method and materials of the study of society.

44. Principles of Economics. Mr. Osborne. Fourth year. Nineteen weeks: four periods weekly. (Four semester-hours.) A study of the basic principles of economics and of the nature of economic reasoning.

Elective.

401. Ancient History and Civilization. Mr. Jones and Miss Pratt. Twenty-eight weeks: four periods weekly. (Six semester-hours.) A study of the civilization of ancient times: their institutions, industry, religion, achievements in art, etc. Objectives: an understanding of the contributions to modern civilization made by ancient peoples; a sense of history as the "common adventure of all mankind." Special reports, collateral reading.

402. Economic History of the United States. Mr. Case. Fourth year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) A course designed to give the student an appreciation of the social and industrial changes wrought by the invention of machinery and by the organization of trade during the last century. Lectures, special reports, extensive collateral reading.

403. Seminar in History. Mr. Case. Fourth year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) A course providing for an intensive study of a selected period of American or European history. Emphasis will also be given to an evaluation of the sources and materials upon which historical works are based and a consideration of the interpretation of history texts. The course is designed for those preparing to teach history in the secondary school. Lectures, assigned readings, special reports.

404. Comparative Government and International Relations. Mr. Case. Fourth year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) A survey of the governments and international relations of the leading modern

nations, with the aim in view of discovering through comparison the evolutionary tendencies and trends of contemporary political institutions, and of evaluating them with relation to the standards of American democracy. Lectures, discussions, assigned readings and reports.

KINDERGARTEN AND PRIMARY GRADES.

Three-Year Course.

These courses are intended for students preparing to teach in the kindergarten and the first three primary grades. For the full list of courses prescribed for these students, including methods in reading, number, etc., see page 9.

31-1. Directed Study of Children. Miss Kingman. First year. Thirty-eight weeks: three periods weekly. (Five semester-hours.) This is a course in the directed observation and study of children. Opportunity is given to see them at play and at work with a view to discovering their interests, original tendencies, capabilities, and special abilities. With this as a basis, a study is made of the teaching practices in the different subjects of the curriculum. Demonstration classes are conducted with discussions of the work in advance of the lessons and subsequent to them.

31-2. Educational Materials. Miss Kingman. First year. Thirty-eight weeks: three periods weekly. (Five semester-hours.) This course aims to study the relative values of play materials suitable for use with young children, and the methods of using these in directing the education of five-year-old children.

31-3. Free Play, Organized Games, and Rhythmic Expression. Miss Kingman. First year. Thirty-eight weeks: one period weekly. (One semester-hour.) The purpose of this course is to study the play interests and activities of little children as a basis for the selection of suitable play apparatus, games and rhythms. Through actual practice, students are taught methods of teaching these to kindergarten children.

32-1. Teaching Programs. Miss Kingman. Second year. Twenty-eight weeks: three periods weekly. (Four semester-hours.) In this course, students are aided in the wise selection, both of those experiences in the children's daily living having special educational value to the group, and of those which the teacher may supply. These experiences are studied as units, to determine their worthwhile content, and the method of use in the classroom. Selection is made to form a practical yearly program.

32-2. History of Child Education. Miss Kingman. Second year. Twenty-eight weeks: two periods weekly. (Three semester-hours.) This course is a study of the work of those educators who have emphasized the period of early childhood, such as Comenius, Rousseau, Pestalozzi and Froebel. Special emphasis is placed on the contribution of Froebel's theories and system as the founder of kindergarten theory and practice.

32-3. Directed Study of Children (Continued). Miss Kingman. Second year. Nineteen weeks: two periods weekly. (One and one-half semester-hours.) This course aims to continue the study of children, considering different types of child behavior as found in the average group. This is followed by a study of problems relating to control in the entire kindergarten group.

33-1. Directed Study of Children (Continued). Miss Kingman. Third year. Nineteen weeks: two periods weekly. (One and one-half semester-hours.)

33-2. History of Child Education (Continued). Miss Kingman. Third year. Twenty-eight weeks: two periods weekly. (Three semester-hours.) The history of the growth in the kindergarten movement is continued with emphasis upon the developments of the movement in America. The nursery school movement is studied among recent contributions to the education of the pre-school child.

33-3. Organization of the Kindergarten and Primary Grades. Miss Kingman. Third year. Twenty-eight weeks: three periods weekly. (Two

semester-hours.) This course aims to study the standard amounts, costs, and care of suitable equipment needed in kindergarten and lower primary departments. It includes also, attention to the kinds and qualities of supplies, the ordering of them, and the arrangement in a desirable and attractive manner. Different types of group organization are studied with reference to the different activities of the daily program. Records and record keeping are planned as an aid to determine the extent of growth in kindergarten children.

33-4. Special Problems in Child Research. Miss Kingman. Third year. Twenty-eight weeks: two periods weekly. (Two and one-half semester-hours.) This course aims to give students opportunities for special research in the field of kindergarten education. At this period of their study, it is assumed that students have gained special interest in any one of the phases of kindergarten education, and are ready to complete individual and original studies.

LATIN.

Four-Year Course.

Major Requirements: Courses 401, 402, 403, 404.

Elective.

401. Selected Latin Prose: Livy and Cicero. Mr. Jones. First year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) Selections from Livy and Cicero's Letters and Essays. A course designed to develop ability in rapid reading. Includes a review of forms and constructions and prose composition.

402. Poetry of Horace and Catullus. Mr. Jones. Second year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) A study of Latin poetry, designed to develop appreciation of the poems of Horace and Catullus. Some time will also be given to instruction in the methods of teaching Preparatory Latin.

403. Satires of Horace, Juvenal and Martial. Mr. Jones. Third year. Twenty-eight weeks: four periods weekly. (Six semester-hours.) Reading and study of selections from the Satires of Horace, Juvenal and Martial. Also a study of Roman society in the early days of the Empire. Continued study of method begun in the second year, with emphasis on the teaching of forms, composition, and reading.

404. (a) Selected Comedies of Plautus and Terence; (b) Practical Review and study of authors read in high school—for those who expect to teach Latin. Mr. Jones. Fourth year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) Roman Comedy. Rapid reading of the comedies of Plautus and Terence. A study of the development of the Roman Theatre and Roman Comedy. In the second semester there will be rapid reading and practical study of Cæsar, Virgil, and Cicero with emphasis on methods of teaching.

LITERATURE.

Three-Year Course.

31. Children's Literature, Story-telling and Reading Aloud. Miss Ricketts. First year. Nineteen weeks: three periods weekly. (Two and one-half semester-hours.) (a) A survey of the literary material used in the elementary school, as it is adapted to the different ages, with the aim to develop an appreciation for it, to see its growth, to study the child's literary needs in each grade and to learn to use effectively the material available. (b) A course designed to give practice in story-telling and reading aloud, in order to enable the student to do them simply, naturally and effectively. The course deals also with methods of presenting literature to pupils in story form, by reading, etc., as well as the consideration of the various reactions to be attained, such as dramatization, etc. Story hours are planned and the students are encouraged to practice until they succeed in holding the attention and interest of the children. Assigned reading, reports, observation, discussion.

32. Selected Literature. Miss Roe. Second year. Nine and one-half weeks: four periods weekly. (Two semester-hours.) A study of selected works of English and American writers, such as Wordsworth, Tennyson, Browning, Longfellow,

Whittier, Lowell, Holmes, Poe and Hawthorne, with a view to stimulating a greater love of reading and to developing some power of discrimination in the choice of reading material.

33. Modern Literature for Teachers in Elementary Schools. Miss Roe. Third year. Nine and one-half weeks: six periods weekly. (Three semester-hours.) A reading course that includes the study of the leading modern short stories, novels, dramas, essays, and poetry. Its aim is to create an interest in the various types of writing by our best modern authors, and also to note the tendencies in the literary world since the Victorian era.

Four-Year Course.

Major Requirements: Courses 42, 43, 403.

Prescribed.

42. Introduction to Literature. Miss Roe. Second year. Nineteen weeks: three periods weekly. (Three semester-hours.) A more intensive study along the lines of Literature 32.

43. Advanced English Literature. Miss Roe. Third year. Fourteen weeks: four periods weekly. (Three semester-hours.) Rapid survey of the development of English Literature from Beowulf through the Victorian Era. Brief textbook study is supplemented by detailed study of selections and extensive reading of representative works.

Elective.

401. Modern Literature. Miss Roe. Second year. Nineteen weeks: three periods weekly. (Three semester-hours.) A reading course that includes the study, and reading of the various types of the modern novel, short story, drama, poetry and biography. Its aim is to cultivate good taste in reading, to create an active interest in good literature, and to enable students to know who are the writers of the modern literary world, as well as the character of good writing. Much outside reading is required.

402. Literature for the Secondary School. Miss Roe. Third year. Fourteen weeks: four periods weekly. (Three semester-hours.) (a) A review of the literary material used in secondary schools with the purpose of gaining an understanding of its scope and meaning, an appreciation of its value and beauty, and some comprehension of its appeal to pupils of these ages. (b) A study of methods of teaching literature in the secondary schools. Assigned reading, special reports, lesson planning, discussion and criticism.

403. World Literature. Miss Roe. Fourth year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) A course designed to acquaint the student with different types of prose and the forms of verse through study of selections from various literatures. Lectures, critical study and much reading.

MATHEMATICS.

Three-Year Course.

31. Practical Arithmetic for the Elementary School. Miss West. First year. Nineteen weeks: three periods weekly. (Three semester-hours.) In this course much practice in the fundamental processes, involving fractions and decimals as well as whole numbers, will be required. Many practical problems will be made and solved. An investigation of number materials, of the many correlations of arithmetic with other subjects, and of number games and devices will be carried on.

32. Methods of Teaching Arithmetic in Elementary Grades. Miss West. Second year. Nineteen weeks: two periods weekly. (Two semester-hours.) A study of efficient and economical methods of teaching arithmetic in the elementary school will be undertaken. The course will include a study of the development of the number concept in the race and in child experience and an examination of

materials and devices applicable to teaching arithmetic in the different grades. Much attention will be given to lesson planning.

33. Applied Arithmetic. Miss West. Third year. Twenty-eight weeks: two periods weekly. (Three semester-hours.) A course which continues the study of methods of teaching begun in the second year. It is designed also to give training in the applications of arithmetical processes to the ordinary experiences of life. An investigation of courses of study and examination of textbooks will be undertaken, and the use of standard tests, with interpretation of the results, carefully considered.

Four-Year Course.

Major Requirements: Courses 42, 401, 402, 403, 404.

Prescribed.

42. Mathematics for Secondary Schools. Miss West. Second year. Nineteen weeks: two periods weekly. (Two semester-hours.) A course designed to prepare for teaching the mathematics required in the secondary school, including arithmetic, elementary algebra and observational geometry, with a study of the methods of presenting them. Considerable emphasis is placed upon the commercial and industrial applications of mathematics and much practical work is required. The aim is to give understanding of subject matter and facility in applying it. Students majoring in Mathematics will take this course in the fourth year.

43. Mathematics for Elementary Schools. Miss West. Fourth year. Nineteen weeks: two periods weekly. (Two semester-hours.) A course similar to Course 42 but designed for graduates of the Three-Year Elementary Teachers' Curriculum who return for the fourth year. Much practical work is required with the aim to give understanding of the mathematics for the elementary grades and to develop facility in applying it.

Elective.

401. (a) College Algebra; (b) Solid Geometry. Mr. Osborne. First year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) A course open only to students who have had Elementary Algebra and Plane Geometry in the High School. (a) Quadratic equations; progressions; permutations and combinations, mathematical induction; binomial theorem; complex numbers; theory of equations. (b) Lines and planes in space; prisms; pyramids; cylinders; cones; the sphere.

402. (a) Plane Trigonometry; (b) Analytical Geometry. Mr. Osborne. Second year. Thirty-eight weeks: three periods weekly. (Six semester-hours.) Prerequisite, Course 401. (a) Trigonometric functions of an angle; relations between trigonometric functions; right triangles; functions of large angles; graphical representation of trigonometric functions; functions involving more than one angle; oblique triangles. (b) Cartesian co-ordinates; curves; loci; the straight line; the circle; polar co-ordinates; the conic sections.

403. Calculus. Mr. Osborne. Third year. Twenty-eight weeks: four periods weekly. (Six semester-hours.) Prerequisites, Courses 401, 402. Functions; limits; continuity; the derivative; differentiation of algebraic functions; maxima and minima; differentiation of transcendental functions; the differential; curvature; rates; curve tracing; standard formulas of integration; integration of rational fractions; integration as a summation.

404. Mathematical Theories and Methods of Teaching. Mr. Osborne. Fourth year. Thirty-eight weeks: two periods weekly. (Four semester-hours.) Prerequisites, Courses 401, 402, 403. This course is intended for those students majoring in Mathematics and will be closely correlated with Course 42, which they will take simultaneously. It is designed to be a survey of the historical development of mathematics, of the principles of mathematical philosophy, and of the newer movements in methods of teaching mathematics in secondary schools.

MUSIC.

Three-Year Course.

30. Chorus Singing. Miss Ricketts. First and second years. Thirty-eight weeks: one period weekly. This is a school exercise for all students in all courses

in the first two years, and aims to give training in choral singing of part songs. Emphasis is placed upon the choice of material and upon the artistic interpretation of the compositions chosen, with a view to cultivating an appreciation of the best in music.

31. Music Fundamentals. Miss Ricketts. First year. Nineteen weeks: two periods weekly. (One semester-hour.) A study of notation, ear training, rhythm, intervals, major and minor scales and sight singing.

32. Methods of Teaching Music in Elementary Grades. Miss Ricketts. Second year. Twenty-eight weeks: two periods weekly. (One and one-half semester-hours.) A study of the best methods of teaching music in the first six grades of the elementary school, and a consideration of materials and a course of study in music suitable for these grades. Attention is given also to music appreciation particularly through the use of the phonograph.

33. Music Appreciation and History for Teachers in the Elementary Grades. Miss Ricketts. Third year. Nineteen weeks: three periods weekly. (One and one-half semester-hours.) A study of forms and styles of music, their history and development with emphasis upon particular composers and their works and the principles upon which one may construct standards of good taste.

Four-Year Course.

Prescribed.

40. Chorus Singing. Miss Ricketts. First and second years. Thirty-eight weeks: one period weekly. This is the same exercise as Course 30 which is described above.

401. History of Music and Music Appreciation. Miss Ricketts. Thirty-eight weeks: two periods weekly. (Four semester-hours.) A survey of the forms and styles of music from ancient times to the present; study of special composers and their works; principles of criticism applied to the appreciation of different types of musical composition, with a view to forming proper standards of taste. Open only to properly qualified students.

PHYSICAL EDUCATION.

Three-Year Course.

31. Physical Education for the Elementary Grades. Miss Atkinson. First year. Thirty-eight weeks: two demonstration periods weekly. (One semester-hour.) A course designed to aid students in improving their physical condition by "follow-up" work after the entrance examination given by the school physician, and to form good habits to promote their physical efficiency by intelligent attention to the laws of health and hygiene. A study of suitable material for schoolroom and playground activities, with demonstrations by fellow students.

32. Physical Education for the Elementary Grades (Continued). Miss Atkinson. Second year. Twenty-eight weeks: two demonstration periods weekly. (One semester-hour.) The work of the first year is continued. Practice teaching in the training school is provided. During the apprenticeship, weekly conferences for the discussion of methods are held.

33. Physical Education for the Elementary Grades (Continued). Miss Atkinson. Third year. Twenty-eight weeks: two demonstration and activity periods weekly. (One semester-hour.) The work of the second year is continued, with opportunity afforded for practice teaching under supervision.

Four-Year Course.

Prescribed.

41. Physical Education for the Junior and Senior High Schools. Miss Atkinson. First year. Thirty-eight weeks: two demonstration periods weekly. (One semester-hour.) A course similar to Physical Education 31, but with the emphasis on methods of dealing with older boys and girls.

42. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Second year. Thirty-eight weeks: two demonstration periods weekly. (One semester-hour.) The work of the first year continued, with methods for schoolroom and playground activities and class demonstrations by fellow students added.

43. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Third year. Twenty-eight weeks: two demonstration periods weekly. (One semester-hour.) A continuation of the work of the second year, with emphasis on subject-matter, methods and supervision in the junior and senior high schools.

44. Physical Education for the Junior and Senior High Schools. Miss Atkinson. Fourth year. Thirty-eight weeks: two demonstration periods weekly. (One semester-hour.) The work of the previous years is continued. Opportunity is given for practice teaching in classes of the first-year students in the Elementary School Teachers' Course.

SCIENCE.

Three-Year Course.

31. Methods of Teaching Nature in Elementary Grades. Miss Hodgdon. First year. Thirty-eight weeks: two periods weekly. (Three semester-hours.) The plant and animal life of the environment is used as a basis for the study of methods of teaching nature study in the first six grades of the elementary school. The course includes a study of the growth and care of a few plants for the house and garden. Courses of study are examined and their value discussed. Students observe in the field, and collect and prepare illustrative material. Assigned readings, reports, observations, field excursions, experiments and discussions.

32. Methods of Teaching Elementary Science in Elementary Grades. Mr. Russell. Second year. Twenty-eight weeks: two recitation periods weekly, one demonstration period weekly. (Two and one-half semester-hours.) A study of subject matter and methods of teaching practical science in the first six grades of the elementary school. It deals with those scientific phenomena of the environment which are suitable for and interesting to pupils of these grades, with a view to learning how to present them so that those pupils may gain a sympathetic appreciation as well as a clear understanding of them. Rock formations and minerals found in this vicinity, weather phenomena and elementary facts and relationships in physical science are included. Collecting, individual observation, experimentation, special reports and class discussion are required.

33. Applied Elementary Science for Elementary Grades. Mr. Russell. Third year. Nineteen weeks: two recitation periods weekly, one demonstration period weekly; and nine and one-half weeks: one recitation period weekly, one demonstration period weekly. (Two and one-half semester-hours.) A course supplementary to Science 32, continuing the study of the scientific knowledge adapted to the first six grades of the elementary school. It deals with project work, training in the use of apparatus and in experimentation, and covers that portion of elementary chemistry and elementary physics upon which an understanding of the materials and phenomena of the physical and industrial environment is dependent. It includes such subjects as the atmosphere, heating, lighting, ventilation, fuels, water, ordinary mechanical devices and industrial apparatus.

Four-Year Course.

Prescribed.

41. General Science. Mr. Russell. First year. Nineteen weeks: two recitation periods weekly, two laboratory periods weekly. (Two semester-hours.) A course dealing with the subject-matter to be taught in secondary schools together with methods of teaching it. Emphasis is placed upon the different points of view of pupils found in these grades, and upon the work and methods that are adapted to their ages and development. The facts and principles of physics and chemistry, especially in their relation to the industrial and household arts and to hygiene, constitute the scope of this course.

42. General and Civic Biology. Miss Hodgdon. Second year. Thirty-eight weeks: two lecture periods weekly, two laboratory periods weekly. (Four semester-hours.) A general course intended as a practical introduction to more advanced study of biology and to the social sciences which depend on biological laws. An examination of representative plants and animals, selected from the larger plant and animal groups, for the study of structure, evolutionary relationships and economic importance. Special emphasis will be placed upon biological phenomena which directly affect the community, in order to enable the student to deal with these effectively. Such topics will include: bacteria in relation to clean milk; disease control; nutrition of children; insect pests; city-planting plans; forest, game and health laws. Lectures, demonstrations and laboratory work.

EXTENSION COURSES.

Since 1927 the State Normal School, in affiliation with the State Department of University Extension, has offered credit courses of collegiate grade in order to provide for graduates of the two and three year courses the opportunity of qualifying for the degree of Bachelor of Science in Education. Graduates of the two-year courses are required to pass satisfactorily courses aggregating thirty semester-hours and to take an additional year of work in residence. Graduates of the three-year courses are required to pass satisfactorily courses aggregating thirty semester-hours. Graduates of the four-year courses (without degree) are required to pass satisfactorily courses aggregating fifteen semester-hours. These requirements are divided among prescribed and elective courses, and are given in detail as follows:

For Graduates of Two-Year Course. (See rules 1 and 2.)
Required: 30 semester-hours and one year of residence.

For Graduates of Three-Year Course. (See rules 1 and 2.)
Required: 30 semester hours.

		Semester-Hours
I.	*Education* (not to exceed 8 semester-hours).	
	Psychology of Adolescence	2
	Junior and Senior High School Education	2
	Measurements	2
	Elective (if desired to make total of 8)	2
II.	*Subject-matter Courses.*	
	Advanced English Expression	2
	Advanced English Literature	2
	Sociology	2
	History (to be selected)	2
	Elective (select Option A or Option B)	14
	Option A: 10 semester-hours in one of the following: English, French, Geography, Mathematics, and History (including Economics and Government); 6 semester-hours, free electives. (See rule 2.)	
	Option B: 6 semester-hours in each of any two of the same fields; 4 semester-hours, free electives. (See rule 2.)	
		30
III.	*Year of Residence at State Normal School* is required of two-year graduates in addition to the above 30 semester-hours of work completed in Extension Courses. No residence is required of three-year graduates.	

For Graduates of Four-Year Course (without degree). (See rules 1 and 2.)

Required: 15 semester-hours.

		Semester-Hours
I.	*Education.*	
	Psychology of Adolescence	2
	Junior and Senior High School Education	2
	Measurements	2
II.	*Subject-matter Courses.*	
	Advanced English Expression	2
	Advanced English Literature	2
	Sociology	2
	Elective	3
		15

Rule 1. The amount of work which has been or may be completed under other auspices than the State Department of Education, that may be accepted for credit toward this degree, shall, in the aggregate, not exceed 12 semester-hours for graduates of the Two-Year Course and the Three-Year Course, or 6 semester-hours for graduates of the Four-Year Course.

Rule 2. Credit toward the degree shall not be granted for any Extension course under the following conditions:

(a) If it duplicates work included in the Normal School Course which a candidate offers for credit toward the degree.

(b) If it covers work more elementary than the courses in the same field as given by the school from which the degree is sought.

(c) If it makes the total credits in education to exceed 8 semester-hours out of the 30 semester-hours required.

(d) If it is not approved by the school from which the degree is sought.

(e) If it was taken previous to 1920.

(f) If it makes either the number of courses taken during any one semester to exceed a total of two courses, aggregating four semester-hours of credit, or the number of courses taken during any summer session to exceed a total of three courses, aggregating six semester-hours of credit. (This rule is effective September 1, 1929, and thereafter.)

Rule 3. Subject to the approval of the school from which the degree is sought and also subject to Rule 2, c, an advanced course in Applied Psychology or Educational Psychology may be offered in place of Adolescent Psychology, and an advanced course in the field of Elementary Education may be offered in place of Junior and Senior High School Education.

OBSERVATION AND PRACTICE TEACHING.

Observation.—(*a*) In the training school selected classes are taught by the principal and supervisors of the department for purposes of observation by the students. Preparatory instruction is first given in the points valuable to observe, reports of lessons observed are made, and discussions in class are held for the purpose of criticism, explanation and further instruction.

(*b*) At the Elizabeth Street School, one of the city public schools not far distant from the normal school building, opportunity is also given for regular observation of teaching. Here selected teachers from the Worcester schools, who are also in the employ of the Commonwealth, give model lessons for the benefit of the students of the normal school, illustrating the work of all grades from the kindergarten to the eighth, including both the problems of general method and those of special methods as applied in the teaching of the particular subjects of the curriculum. This observation, which is under the direction of one of the supervisors, is supplemented by assigned reading, special reports and class discussions. Furthermore, twice during the first year, once in the first half year and again in the second half year, the students are assigned, either alone or in groups of two, to the different

grades in this school to spend an entire week each time both in observation of teaching and in participation.

Practice Teaching.—(*a*) Special training is given in the training school where the major portion of the instruction is given by student teachers.

(*b*) Practice is also afforded by apprenticeship in the public schools of Worcester and near-by towns. In both cases the work is carried on under the personal supervision of members of the faculty who observe the teaching, direct the making of lesson plans, examine the written work, and have frequent individual conferences for criticism with the students. A diary of the actual work done in the classroom is kept by each student teacher, and is submitted to the head supervisor each week for examination. Systematic professional reading is also made a part of the requirements during the period of practice work. One day each week is spent at the normal school where general meetings are held for class discussions, criticisms and the consideration of the problems of the practice work. This work is conducted by the supervisors and occasionally by the principal.

Platform Exercise for Oral Expression.—During the period of practice teaching an opportunity for training in oral expression is provided by a weekly platform exercise. This exercise consists of speaking for a few minutes, with or without notes, before the assembled school from the platform of the auditorium. The topics for presentation are not prescribed, but are usually chosen with reference to helpful experiences in the practice work. It is an exercise that affords a distinct training in precision, ease and effectiveness of speech.

Materials for Use in Teaching.—A large supply of materials has been provided by the normal school for the purpose of aiding the students in their practice teaching. This comprises textbooks, professional books, charts, pictures, maps, models and collections of great variety. By the use of this material the students are led to appreciate the value of illustrative material in teaching. This training is also furthered by the practice of making copies of maps, drawings and notes for class use, for which the facilities are provided by means of duplicating machines.

THE LIBRARY.

The textbook and reference library contains over 15,000 volumes, which are easily accessible to the students for classroom use and for individual study. The entire care of the reference books is taken by members of the school, working under the instruction and direction of the school librarian. Besides having this library practice, class librarians are charged with the duties of giving out, recording and, at the end of the term, collecting the textbooks. Each student is given some responsibility and training in this work. In the reading room magazines and newspapers are supplied, and direct training, with a view to forming good habits in reading current periodicals, is given by the teachers of history and social studies.

STODDARD TERRACE.

This building is a dormitory, built on the cottage plan, for the accommodation of twenty girls. It is heated by steam and lighted by electricity, has a comfortable parlor and an attractive music room, and is in every way a convenient and satisfactory school home.

The rates for furnished room and board, together with a limited amount of laundry, are fixed at present for all the normal schools in the State at $325.00 for the school year, payable in advance,—$100.00 at the opening of school in September, $75.00 on December 1, $75.00 on February 1, and $75.00 on April 1. It is to be noted that board is supplied at the cost of materials; but as this is a fluctuating item no definite agreement as to the exact price in the immediate future can be entered upon. These rates, furthermore, are for such time as the school is in session, and for the Thanksgiving recess, but for no other recess or vacation. In case a student desires to remain at the dormitory during a vacation, she may request permission to do so of the principal on the understanding that there will be an additional charge of $9.00 per week during such vacation. The dormitory is not open, however, during the summer.

For temporary absence from the dormitory covering one week or less no rebate will be made to boarders. For absence exceeding one week a rebate will be made for the second and all following weeks at the rate of $6.50 a week.

The house is in charge of a matron and house mother, and students whose homes are not in Worcester are advised to live there. Each room is furnished with bed, bed spread, one pair of blankets, bureau, study table, droplight, rug and chairs. Students are expected to furnish everything else. Napkin rings are not supplied.

LUNCH ROOM.

For a limited number of students and teachers who care to avail themselves of the opportunity, a hot luncheon is furnished at Stoddard Terrace at a price not to exceed the cost of materials.

The rest of the students eat the lunch they have brought from home in the school lunch room. Here many of the necessary furnishings are provided; a hot closet makes it possible to warm food and drink as desired, and boiling water is supplied for the making of cocoa.

GENERAL INFORMATION.

Tuition.

Tuition is free to residents of Massachusetts, but each non-resident is required to pay a tuition fee of $50 at the beginning of each half-yearly session. To all students, however, there will be charged an incidental fee of $10 payable at the opening of the school session in September. No refund of this fee will be made to students withdrawing from the school after the first week.

Physical Examination.

Admission to the normal school is conditional upon the satisfactory passing of a physical examination. This examination may be required before the opening of the school session in September, or at some later date set by the principal. No student, however, is allowed to remain whose physical condition does not receive official approval as satisfactory. Expert medical advice is given to those who need it, and systematic instruction is provided in hygiene and physical education.

For use in the gymnasium each student is expected to have dark wool bloomers, white middy blouse, tennis shoes and rubber cap.

Health of Students.

It is the earnest desire of the school authorities to safeguard and promote, in as many ways as possible, the general health of the students. Standing as it does on the brow of one of the city's highest and most beautiful hills, the normal school enjoys a remarkably healthful and invigorating location. The grounds cover some five acres, and are used for many out-of-door games and exercises. Tennis, base-ball and volley-ball are encouraged. A well-equipped gymnasium affords opportunity for systematic physical training. Green Hill Park is also within moderate walking distance, and is a frequent objective of bird walks, school picnics and field-day trips during the fall and spring terms.

Employment of Graduates.

The placing of the graduates in schools of their own is accomplished almost wholly through the agency of this school. Members of the senior class usually secure positions either before the close of the school year or during the summer months through interviews with superintendents who visit the school for the purpose of securing teachers to fill vacancies.

The school also keeps in touch with the recent graduates, and has on file a record of their work since graduation. From this list recommendations are made to superintendents who are in search of teachers of experience. Every year circulars seeking information concerning their present positions are sent to those graduates who are not teaching under a permanent system of advancement, as in most city schools. Thus most graduates of the school obtain their first charges, and many receive one or more offers of advancement at a later time, through the mediation of the school. For all these positions better salaries are being offered than ever before, and the conditions of living for teachers are being made increasingly attractive.

State Aid.

The Commonwealth has annually granted to the normal schools a considerable sum of money to be divided among such students as are needy and deserving. This school receives its proper share of such funds, and is able to render assistance to a number of students each year. Applications are to be made to the principal in writing, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Incidental Advantages.

Besides special lectures given each year at the school by prominent speakers, many facilities for general improvement are offered to students by the libraries, institutions and other means of culture in which Worcester is rich. Among these may be mentioned the Museum of the Worcester Natural History Society, from which specimens may be borrowed by teachers and students and taken to the school for purposes of study and illustration; the American Antiquarian Society, which contains a rich store of exhibits and a library including numerous books pertaining to American history, the free public library, having a large reference library, circulating department and reading rooms supplied with leading domestic and foreign papers and periodicals; and the Worcester Art Museum, which offers special privileges to students to study works of art.

STUDENT ORGANIZATIONS.

Student-Faculty Council.—This organization, composed of representatives from both faculty and student body, meets periodically to discuss matters of general school welfare and makes recommendations to the students for their consideration and subsequent action.

Welfare Committee.—Under the guidance of a group of teachers, the students are enlisted to keep the school building neat and orderly. In this way, the students are led to appreciate more fully the difficulties encountered in keeping public buildings clean and to co-operate by a more thoughtful attention to details which make for more pleasant surroundings.

Glee Club.—For those students who have some musical ability, the instructor in music organizes and conducts a glee club, which contributes occasional programs at meetings of the student-body and once or twice a year gives a public concert.

Cercle Français.—Students who have some knowledge of French and who desire to retain or to increase it are given the opportunity in this organization, directed by the instructor in French. Meetings are held twice a month, with varied programs.

The D. D. D. Club.—An honorary dramatic society drawing its membership on a scholarship basis from the students of the second, third and fourth year classes of the Four-Year Course. It promotes the study of dramatics in fields suitable for school work and public entertainment. Its activities tend to develop initiative and to give pleasure. A faculty adviser is elected each year from the English department.

Telurnah.—A nature and health club to which students of nature and health are eligible after one semester of satisfactory scholarship. The aims of the club are to promote an understanding and appreciation of nature and to aid in the development of a good mind in a sound body. Various forms of outdoor exercises and hikes are taken, including an annual trip to the bird sanctuary at Sharon.

Class Organizations.—With the assistance of a committee from the Student-Faculty Council and the Advisor of Student Organizations, the classes are organized for the transaction of business connected with the scholastic and social aspects of the school life. Some training in parliamentary procedure is afforded in the business meetings and in the conduct of the elections.

The school parties and entertainments held from time to time throughout the year are usually conducted by these different organizations.

TODD LECTURE.

The Annual Henry Todd Lectureship was established in the State Normal Schools and the Massachusetts School of Art in 1926. It was made possible by the bequest of Henry Todd, merchant, who died in New York City on March 2,

1849. The original amount was invested and allowed to accumulate during the years until it reached a sum sufficient for this purpose.

The first lecturer under this foundation was Dr. Edward Howard Griggs of Groton-on-Hudson, New York. His subject was "The Influence of the Parent and Teacher in Character Training and Development." The lecturers since 1926 have been Mrs. Dorothy Canfield Fisher of Arlington, Vermont, who spoke on "Creative Reading"; Dr. Charles H. Judd, Professor of Education and Director of the School of Education, University of Chicago, who spoke on "Social Inheritance"; Dr. Harlow Shapley, Professor of Astronomy, Harvard University, and Director of the Harvard University Observatory, who spoke on "The Galaxy of Galaxies"; and Dr. Ellwood P. Cubberley, Professor of Education and Dean of the School of Education, Leland Stanford Junior University, who spoke on "A Philosophy for the Educative Process."

ASSEMBLY PERIOD LECTURES.

One period a week is set aside for a general assembly of the entire student body and the faculty. At this time, lectures or musical programs are given, the business of the school is conducted, and discussions having to do with the life of the school or with outstanding events in the world at large are held. Since the publication of the last catalogue, the following persons have contributed to this program:

Dr. Harlow Shapley, Director, Harvard University Observatory: "Galaxy of Galaxies."
Mr. John C. Bucher, Lecturer, United States Bureau of Commercial Economics: "Romantic Germany."
Mrs. Myrabel C. Fiske, Lecturer, National Federation of Parent-Teacher Associations: "The Parent-Teacher Association."
Dr. Bhaska P. Hivale, Hindu Professor, Graduate student, Harvard University: "India, Its Customs and Philosophy."
Mr. Fred D. Aldrich, Professor, Worcester Academy: "The Solar System."
Dr. Homer P. Little, Dean, Clark University: "Geology."
Dr. Arthur W. Ewell, Professor, Worcester Polytechnic Institute: "Radium Activity."
Miss Angelina Kelly, Director of Music, Lowell State Normal School: Song Recital.
Miss Marion E. Robertson, Educational worker, Worcester: "The Work of the New England Dairy and Food Council."
Dr. Winthrop Packard, Secretary, Massachusetts Audubon Society: "Birds in Garden and Sanctuary."
Mr. Robert K. Shaw, Worcester City Librarian: "Noted Men of Worcester."
Miss Margaret Slattery, Author and Lecturer: "The Modern Girl."
Dr. S. S. Ackerley, Psychiatrist, Worcester State Hospital: "Adjustment and Maladjustment."
Miss Helen S. Leavitt, Harpist: "Music Appreciation."
Rev. George T. Plummer, New Bedford: "Old New England Whaling."
Mr. William Place, Jr., Lecturer: "The Harp."
Dr. Charles P. Brooks, Professor, Clark University: "Weather Maps."
Dr. A. Wilson Duff, Professor, Worcester Polytechnic Institute: "The Theory of Relativity."
Mrs. Lucia Ames Mead, Author and Lecturer: "World Peace."
Mr. Thomas F. Power, Assistant Superintendent of Schools, Worcester: "The New Geography."
Rev. Marshall N. Goold, Worcester: "Memories of the Battlefields."
Mr. James F. Leary, Principal, Continuation School, Worcester: "The Function and Development of the Continuation School."
Rev. Jones I. Corrigan, S.J., Professor, Boston College: "Character Education."
Mr. William J. Riley, Professor, Lowell State Normal School: "Thrift."
Mr. Charles T. Tatman, Attorney, Worcester: "The Constitution of the United States."
Dr. Frank N. Freeman, Professor, School of Education, University of Chicago: "The Psychology of Reading."

Faculty Members.

Miss Marguerite C. McKelligett, Teacher of French: "The Yellowstone National Park."

Miss Florence G. Holden and Miss Annabel C. Roe, Teachers of English: "Impressions of Oxford."

Mr. Gilbert E. Case, Teacher of History: "The League of Nations."

Miss M. Harriet Bishop, Supervisor and Miss Marguerite C. McKelligett, Teachers of French: "Progressive Education."

Mr. Jesse W. Hubbard, Teacher of Geography: "Around the World with a Geographer."

Dr. Lawrence A. Averill, Teacher of Psychology: "A Pageant for the Tercentenary of the Massachusetts Bay Colony."

STUDENTS

Graduates of June, 1927.[1]

Candidates for the Degree of Bachelor of Science in Education.

Four-Year Curriculum.

Adams, Marjorie Olive	North Brookfield.
Balcom, Mildred Irene	Worcester.
Brady, Alice Elizabeth	Leominster.
Buckley, Margaret Elizabeth	Worcester.
Charbonneau, Viola Eloise	Worcester.
Connors, Julia Anna	Blackstone.
Corliss, Jennie Frances	Worcester.
Eells, Julia Abigail	Worcester.
Foote, Elizabeth Rosemary	Worcester.
Ford, Anna Josephine	Worcester.
Freeland, Evelyn Hart	Sutton.
Hanley, Dorothy Agnes	Worcester.
Jacques, Jeannette Cecile	Worcester.
Kennedy, Catherine Agnes	Worcester.
Kennedy, Helen Veronica	Worcester.
Kristianson, Cecilia Maria	Worcester.
Silvy, Blanche Harriet	Millbury.

Candidates for the Elementary School Teachers' Diploma.

Two-Year Curriculum.

Avery, Evelyn Manter	Webster.
Barry, Helen Marie	North Grafton.
Belanger, Juliette Florence	Fall River.
Bourie, Doris Mary	Warren.
Buckley, Doris Eleanor	Ware.
Burns, Margaret Mary	Millville.
Connor, Marguerite Marie	Worcester.
Cooney, Ruth Mary	Cherry Valley.
Cottrell, Ella Frances	Middlefield.
Crane, Mildred Margaret	Merrimac.
Cronin, Catherine Agnes	North Brookfield.
Davis, Marjorie Frances	Charlton.
Deviney, Anna Mae	Millbury.
Dodge, Alice Aldrich	Southbridge.
Doherty, Catherine Agnes	Worcester.
Dowling, Florence Mae	North Brookfield.
Dulligan, Agnes Veronica	Worcester.
Farrell, Margaret Kathleen	Farnumsville.
Feighry, Helen Agnes	Worcester.
Fleming, Nora Agnes	Worcester.
Foley, Gertrude Eileen	Worcester.
Foy, Anna Helene	Worcester.
Friedman, Lillian	Worcester.
Friedman, Sophie	Worcester.
Galliher, Margaret Mary	Worcester.
Garde, Margaret Anne	Ware.
Gardiner, Grace Wordell	Fall River.
Goodale, Pauline Edna	Worcester.
Hammond, Lucy Ruggles	Charlton.
Haringa, Jennie	East Douglas.
Hastings, Viola	Spencer.
Healey, Helen Breen	Worcester.

[1]Included in this issue for purposes of record.

Hurwitz, Ethel	Worcester.
Iago, Helen Marguerite	North Brookfield.
Jarvis, Octavie Marie Louise	East Brookfield.
Jette, Irene Dora	Saundersville.
Johnson, Elizabeth Martha	Worcester.
Johnson, Ruth Elizabeth	Worcester.
Kenney, Bernice Mary	Westborough.
Kennedy, Winifred Cecilia	Worcester.
King, Louise Eliza	West Brookfield.
Kittredge, Mary Frances	Worcester.
Lawler, Margaret Mary	Worcester.
Malboeuf, Margaret Emily	Ware.
Mahan, Ruth Evelyn	Charlton.
McCarron, Nora Frances	Worcester.
McCarthy, Venetta Mary	Blackstone.
McGourty, Kathleen Veronica	Worcester.
McGuiggan, Mary Catherine	Worcester.
McHugh, Elizabeth Frances	Worcester.
Meyer, Florence Eloise	Millbury.
O'Flynn, Angelina Julia	Worcester.
Patrick, Vitalija Anna	Spencer.
Prendergast, Mary Frances	Worcester.
Rice, Loretta Catherine	Worcester.
Robinson, Grace	Worcester.
Rollins, Ellen Harriet	Worcester.
Rourke, Elizabeth Agnes	Worcester.
Sahlman, Esther Irene	Worcester.
Sawyer, Rosalind Blake	Ware.
Scanlon, Lillian Esther	Worcester.
Sohlberg, Ethel Olive	Worcester.
St. George, Ethel Lucy	Warren.
Sullivan, Mary Agnes	Worcester.
Talbot, Geraldine Claire	Worcester.
Troy, Loretta Pauline	Worcester.
Turner, Clara Barton	Oxford.
Viens, Irene Adeline Frances	Worcester.
Walsh, Mary Catherine	Spencer.
Yoffe, Ida Rachel	Worcester.

Candidates for the Kindergarten-Primary School Teachers' Diploma.

Two-Year Curriculum.

Bergin, Mary	Rochdale.
Bergstrom, Grace Louise	Worcester.
Burke, Isabelle Margaret	Worcester.
Carrigan, Kathryn Teresa	Worcester.
Cotton, Pauline	Worcester.
Forbes, Marjorie Isabel	Brockton.
Galvin, Mary Veronica	Roxbury.
Gibbons, Helen Mary	Pepperell.
Kneeland, Marjorie Abbie	Worcester.
Mintz, Frances	Worcester.
Rhodenizer, Evelyn May	Shrewsbury.
Rollins, Alice White	North Brookfield.
Shepard, Marion Louise	Worcester.
White, Julia James	Springfield.

Graduates of June, 1928.[1]

Candidates for the Degree of Bachelor of Science in Education.

Four-Year Curriculum.

Ahearne, Sarah Magdalen	Worcester.
Begin, Annette Lillian	New Bedford.
Carney, Isabelle Mary	Worcester.
Courtney, Elizabeth Mary	Worcester.
Coyle, Frances Eleanor	Worcester.
Dowd, Edna Marian	Worcester.
Farley, Marie Marguerite	Worcester.
Griffin, Helen Magdalen	Worcester.
Hansen, Anna Ibsen	Bolton.
Lewis, Lilian Marion	Worcester.
Marcus, Blanche Bernice	Worcester.
Nadler, Sophie	Worcester.
Nye, Beatrice Anna	Oxford.
Perry, Madeline Veronica	Millis.
Poeton, Edna Louise	Southbridge.
Reardon, Gertrude Ellen	Worcester.
Ryan, Mary Eileen	Worcester.
Spencer, Shirley Elizabeth	Whitinsville.
Werme, Evelyn Elizabeth	Worcester.

Candidates for the Elementary School Teachers' Diploma.

Two-Year Curriculum.

Anderson, Eleanor Mae	East Douglas.
Anderson, Ellen May	Worcester.
Boylan, Marguerite Anna	Worcester.
Brady, Mary Eleanor	Worcester.
Brown, Marjorie Marion	Worcester.
Cahill, Catharine Theresa	Worcester.
Campbell, Marion Margaret	Worcester.
Canavan, Dorothy Elizabeth	Webster.
Carlson, Helen Viola	Holden.
Clark, Marion	Worcester.
Cohen, Lillian Adelle	Worcester.
Costello, Alice Patricia	Worcester.
Coyle, Margaret Christine	Worcester.
Croce, Camilla Adeline	Worcester.
Donohue, Anna Agnes	Worcester.
Durrell, Grace Irene	Boylston.
Farrand, Hannah Grace	Uxbridge.
Fogarty, Mary Ellen	Worcester.
Germain, Eileen Claire	Worcester.
Giard, Florence Irene	Blackstone.
Gibbons, Sara Catherine	Clinton.
Gilligan, Frances Olive	Worcester.
Glixman, Vera Celia	Worcester.
Harrington, Mary Patrice	Worcester.
Harrison, Hazel Mary	Worcester.
Higgins, Emma Elizabeth	Worcester.
Higgins, Margaret Beryl	Worcester.
Hodgdon, Caroline Imogene	Spencer.
Horan, Mildred Elizabeth	Worcester.
Hubbard, Ramah Edith	Boylston.
Jaffe, Rose	Worcester.
Johnson, Dorothy Marion	Palmer.
Kelley, Mildred	Worcester.

[1] Included in this issue for purposes of record.

Kennedy, Greta Mary	Pittsfield.
Madaus, Mary Elizabeth	Worcester.
Mann, Emily Amelia	Worcester.
Maxwell, Lillian Ruth	Worcester.
Meehan, Kathryn Rita	Worcester.
Melican, Gertrude Catherine	Worcester.
McEntee, Kathryn Veronica	Blackstone.
McEvoy, Kathryn Margaret	Worcester.
McKeon, Loretta Philamena	Worcester.
McNulty, Catherine Isabel	Worcester.
Moran, Honora Agnes	Worcester.
Nyberg, Esther Mathilda	Worcester.
O'Connor, Margaret Veronica	Worcester.
O'Reilly, Julia Virginia	Worcester.
Provost, Margaret Elizabeth	Worcester.
Quinn, Clare Elizabeth	Worcester.
Russell, Ruth Louise	Worcester.
Ryan, Eleanor	Worcester.
Shea, Frances Ursula	Worcester.
Stone, Lillian Mae	Worcester.
Stromberg, Alfhild Esther	Worcester.
Sullivan, Catherine Mary	Worcester.
Sullivan, Mary Rita	Worcester.
Simpson, Rosamond Anna	Worcester.
White, Idella Elma	Uxbridge.
Yoffe, Dora	Worcester.

CANDIDATES FOR THE KINDERGARTEN-PRIMARY SCHOOL TEACHERS' DIPLOMA.

Two-Year Curriculum.

Ahearn, Helen Agnes	Worcester.
Cutter, Glenna Helen	Worcester.
Jontsi, Anne Marie	Worcester.
Kalin, Sophie Frances	Worcester.
Kendall, Dorothy Grace	Worcester.
Lantz, Virginia Eleanora	Worcester.
Lenk, Ruth Margaret	Cherry Valley.
Mandeville, Kathryn Gladys	Worcester.
McDonald, Helen Louise	Worcester.
Morgan, Martha Byrne	Worcester.
O'Connor, Helen Josephine	Worcester.
Parker, Mabel Marie	Marlborough.
Seder, Roslyn Virginia	Worcester.
Smith, Marjorie Southwick	North Grafton.
Smith, Ruth Lillian	Whitinsville.
Stevens, Margaret Lyons	Worcester.
Wheeler, Mercie Helen	Rutland.
Wheeler, Phyllis Edith	Worcester.

Graduates of June, 1929.[1]

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Aegis, Ida Mary	Spencer.
Cairns, Mary Gertrude	Worcester.
Gallotte, Marion Jewell	Auburn.
Harney, Helen Mary	Worcester.
Hickey, Reubenna Mary	Newtonville.
Leach, Mary Florence	Brookfield.
Manzi, Emily Mary	Worcester.
Martin, Frances	Worcester.

[1] Included in this issue for purposes of record.

McGrail, Florence Elizabeth	Worcester.
Palmer, Helen Anne	Worcester.
Pollard, Ruth Halstead	Southbridge.
Prest, Ruth Appleton	Manchester-by-the-Sea.
Salmon, Julia Agnes	Worcester.
Terry, Marion Olive	East Brookfield.
Wilkinson, Ruth Adelaide	North Andover.

Three-Year Curriculum and Extension Work.

Healy, Ellen Agnes	Worcester.
McAuliffe, Mary Cecilia	Worcester.
McManus, Margaret Ellen	Worcester.
Shea, Elizabeth Marcella	Worcester.

Candidates for the Elementary School Teachers' Diploma.

Two-Year Curriculum.

Barnes, Gladys Elizabeth	Webster.
Buffington, Marjorie	Worcester.
Canty, Irene Veronica	North Brookfield.
Carlson, Grace Virginia	Worcester.
Clark, Dorothy Barton	Oxford.
Connor, Phyllis May	Spencer.
Daley, Mary Agnes	Worcester.
Dineen, Ellen Marie	Worcester.
Field, Marjorie Arlene	Worcester.
Glennon, Anna Gertrude	Millville.
Hanley, Helen Mary	Webster.
Hart, Dorothea Cecelia	Millville.
Healy, Marguerite Agnes	Worcester.
Heffernan, Marion Irene	Worcester.
Jacques, Marguerite Rita	Oxford.
Kassabian, Mary	Worcester.
Kuivila, Vieno Theresa	Worcester.
Lavallee, Vivian Beatrice	Farnumsville.
Leibman, Ethel	Worcester.
Looney, Margaret Clifford	Worcester.
Lyons, Helen Mary	Worcester.
Marlborough, Mary Elizabeth	Worcester.
McSheehy, Constance Beatrice	Whitinsville.
Nelson, Helen Marie	Worcester.
Perks, Elsie Adelaide	Worcester.
Racicot, Aldea Delia	Webster.
Rice, Albertine	Worcester.
Robinson, Thelma	Worcester.
Rosenblum, Minnie	Worcester.
Ruddy, Eleanor Eileen	Worcester.
Savatsky, Celia	Worcester.
Tobin, Alice Cecilia	Worcester.
Whalen, Florence Mary	Worcester.
Wiback, Laina Wilhelmina	Palmer.
Wolk, Sadie	Worcester.

Candidates for the Kindergarten-Primary School Teachers' Diploma.

Two-Year Curriculum.

Acheson, Lillian	Fall River.
Donohue, Elsie Patricia	Worcester.
Farrand, Alice Thurston	Worcester.
Gibson, Olive Mabelle	Worcester.
Jones, Margaret Lewis	Worcester.
Lisabitsky, Sylvia	Worcester.

Loring, Gertrude Louise	Wakefield.
MacDonald, Elizabeth Frances	Worcester.
McCarthy, Mary Evelyn	Worcester.
Nichols, Elizabeth Eaton	Worcester.
Scanlon, Mary Frances	Worcester.
*Sneidermann, Helen	Worcester.
White, Dorothy Frances	Worcester.

Students in Residence, 1929-1930.

Fourth-Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Batchelder, Ida Louise	Webster.
Berman, Rose Leslie	Milford.
Blakely, Madeleine Paine	Mittineague.
Boylan, Irene Mary	Worcester.
Brady, Alice Antoinette	Worcester.
Cross, Alice Winifred	Holden.
Duesel, Gladys Christine	Worcester.
Dumais, Exilia Emma	Fitchburg.
Ford, Catherine Elizabeth	Grafton.
Gagliarducci, Concetina Marie	Springfield.
Garrity, Mary Ellinore	Worcester
Gilchrist, Gladys Martina	Worcester.
Gleason, Narcissa Elizabeth	Holden.
Hall, Bertha Charlotte	Worcester.
Hardy, Mary Teresa	Worcester.
Hofstra, Ruth Mildred	Millbury.
Koivumaki, Ellen Elvira	Worcester.
Lefebvre, Lorette Marguerite	Worcester.
Lubelczyk, Cecelia Leona	Gilbertville.
Madigan, Eileen Claire	Worcester.
Melican, Marion Grace	Worcester.
McDermott, Elizabeth Patricia	Worcester.
McKenna, Mary Jane	Worcester.
Negrotti, Chilistine Marion	Hopedale.
O'Connor, Mildred Sexton	Worcester.
O'Connor, Noreen Butler	Worcester.
Peabody, Mary Beatrice	Worcester.
Phillips, Mary Underwood	Worcester.
Prior, Camilla Elizabeth	Baldwinsville
Raymore, Sylvia Irene	North Brookfield.
Remmert, Marion Daly	Warren.
Sanborn, Dorothy Ellclar	Palmer.
Shapiro, Minnie Anna	Worcester.
Snow, Amelia Sylvia	North Oxford.
Swartz, Esther	Worcester.
Tisdale, Alice May	Leominster.
Wheeler, Ethel Lois	Worcester.

Third-Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Ahearn, Margaret Mary	Worcester.
Anguria, Anna Cecilia	Worcester.
Bieling, Inez Cook	Fall River.
Carey, Patricia Alice	Worcester.
Collins, Jane Mary	Worcester.

*Diploma granted as of the Class of 1928.

Cosmai, Leda	Worcester.
Davis, Florence Gertrude	Worcester.
Dobie, Anna Elizabeth	Hubbardston.
Donohue, Elsie Patricia	Worcester.
Eaton, Ellen Eugenia	Worcester.
Finkle, Mary	Roxbury.
Gettings, Theresa Anne	Worcester.
Girouard, Mary Agnes	Gilbertville.
Haggerty, Catherine Veronica	Millbury.
Healy, Catherine Elizabeth	Worcester.
Hearn, Elaine Georgianna	Palmer.
Heffernan, Gertrude Veronica	Worcester.
Johanson, Ingrid	Oakdale.
Kneeland, Margaret Barbara	Worcester.
Magwood, Dolores Gertrude	Worcester.
Mailloux, Heloise Claire	Fitchburg.
Maki, Empi Mary Ruokalainen	Oxford.
Mannix, Carol Lucy	Worcester.
McCarthy, Margaret Louise	Worcester.
McDonald, Katherine Waugh	Worcester.
McDonald, Mary Dilworth	Worcester.
Meader, Laurie Adams	Clinton.
Minehan, Josephine R.	Marlborough.
Nevins, Helen Theresa	Worcester.
Nordmark, Alice Matilda	Whitinsville.
O'Brien, Margaret Mary	Worcester.
Palmer, Margaret Gertrude	Worcester.
Pinard, Cecile Maria	Leominster.
Poulin, Eva Anna	Worcester.
Power, Josephine Honor	Worcester.
Raftery, Katherine	Worcester.
Rawson, Wyla Belle	Auburn.
Reardon, Claire Mary	Worcester.
Ryan, Eleanor Katherine	Worcester.
Savko, Anna Rita	Worcester.
Sexton, Helen Merrill	Worcester.
Stimpson, Mary Barton	Worcester.
Stone, Leah Mary	Millbury.
Sullivan, Mary Elizabeth	Worcester.
Turner, Lily	Worcester.
Warren, Phyllis	Worcester.
White, Dorothy Frances	Worcester.

Second-Year Students

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Alin, Alice Ingeborg	Worcester.
Aukstikalnas, Elizabeth Margaret	Worcester.
Beagarie, Marjorie May	Hubbardston
Bertrand, Jeannette Laurette	Leominster.
Bickford, Ruth Andrus	Baldwinsville.
Broderick, Anna Frances	Clinton.
Carroll, Grace I'Dell	Rutland.
Cohen, Fannie Belle	Worcester.
Courtney, Julia Mary	Worcester.
Donahue, Anna Rose	Worcester.
Donohue, Margaret Marion	Worcester.
Donnelly, Mary Irene	North Brookfield.
Falby, Gertrude Irene	Northborough.
Fitzpatrick, Katherine Lillian	Worcester.

Goldman, Rosaline	Worcester.
Gough, Mary Agnes	Worcester.
Granger, Rose Marie	Worcester.
Holbrook, Florence Gertrude	Holden.
Jarvi, Sylvia Marie	Worcester.
Joney, Olive Louise	Westborough.
Karpowich, Julia Rita	Worcester.
Kennedy, Kathleen Mary	Worcester.
Kiely, Kathleen Rita	Worcester.
Lustman, Lila Elna	Worcester.
Morowski, Catherine	Worcester.
Mullen, Kathryn Webber	Coldbrook Springs.
O'Brien, Olive Elizabeth	Palmer.
O'Sheasy, Frances Mary	Worcester.
Padula, Annabel	Worcester.
Pickford, Dorothy Hawthorn	Webster.
Pofcher, Ruth Lillian	Worcester.
Rae, Rita Janet	Worcester.
Rogers, Margaret Joyce	Worcester.
Ryther, Harriet Harwood	Spencer.
Saunders, Esther Isabel	Webster.
Sheehan, Mary Bridget	Worcester.
Simmons, Florence Sophie	Worcester.
Smith, Mary Winifred	Worcester.
Sundeen, Lillian Evangeline	Worcester.
Tobey, Dorothy Cora	Worcester.
Wiback, Helen Elizabeth	Worcester.
Wynn, Mary Abigail	Mansfield.

Candidates for the Elementary School Teachers' Diploma.

Two-Year Curriculum.

Anderson, Mabel Amanda	Millbury.
Andrews, Elizabeth Austin	Uxbridge.
Bradley, Ruth Mary	Worcester.
Bunevith, Anna Margaret	Millbury.
Colaizzi, Lucy Lillian	Worcester.
Clark, Lois	West Boylston.
Clement, Ruth Elizabeth	Worcester.
Connor, Clare Elizabeth	Worcester.
Croce, Teresa Marie	Worcester.
Derby, Ellen Frances	Worcester.
Devlin, Margaret Mary	Blackstone.
Dorr, Amy Lillian	Millbury.
Firth, Lillian Vera	Worcester.
Fournier, Alma Marie	Whitinsville.
Grenier, Dorothy Elizabeth	Webster.
Guilfoyle, Catherine Agnes	Holden.
Jaillet, Yvonne Blanche	Acushnet.
Johnson, Agnes Greene	North Grafton.
Lalor, Dorothy Virginia	Millville.
Langelier, Evelyn Juliette	Bondsville.
Lloyd, Lillian Constance	Oxford.
Looney, Anne Teresa	Worcester.
Lynch, Helen Mary	Uxbridge.
MacGillivray, Mildred Florence	Worcester.
Mahlert, Doris Mabelle	Worcester.
McCarthy, Barbara Harriet	Auburn.
Ogden, Geraldine	West Upton .
Porter, Nola Alfreda	Holden.
Pulsifer, Geneva Earle	Worcester.

Sanborn, Harriet Madeline	Palmer.
Scollard, Mary O'Neill	Holyoke.
Sweeney, Katherine Mary	Worcester.
Williams, Constance Ann	Worcester.
Witkoski, Genevieve Constance	Thorndike.

CANDIDATES FOR THE KINDERGARTEN-PRIMARY SCHOOL TEACHERS' DIPLOMA.

Two-Year Curriculum.

Anderson, Ella Ingeborg	Worcester.
Campbell, Ruth Eleanor	Blackstone.
Church, Gladys Katherine	Springfield.
Deyo, Evelyn Belle	Worcester.
Healy, Claire Frances	Worcester.
Murphy, Ellen Frances	Worcester.
Rustigian, Flora	Worcester.
Snow, Helen Randall	Holden.
Worthington, Murial Walker	Palmer.
Yarock, Helen	Worcester.

First-Year Students.

CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION.

Four-Year Curriculum.

Balkose, Mary Margaret	Worcester.
Carruth, Louise Cole	Worcester.
Clark, Grace Evelyn	Worcester.
Conlin, Helen Louise	Worcester.
Gallant, Mary	Worcester.
Gaudette, Gertrude Janet	Worcester.
Gazoorian, Rose Barbara	Worcester.
Gordon, Helen May	Worcester.
Grady, Gertrude Esther	Worcester.
Kennedy, Anna Pauline	Worcester.
Lonczewski, Edith Helen	Worcester.
Madigan, Catherine Teresa	Worcester.
Manning, Ruth Eliza	Worcester.
Maxwell, Helen Lucille	Worcester.
McGuinness, Marguerite Marie	Webster.
McQuaid, Margaret Lee	Spencer.
Meleski, Anastasia Rita	Worcester.
Murphy, Mary Gertrude	Worcester.
Nadler, Celia Blanche	Worcester.
O'Brien, Catherine Angela	Worcester.
O'Day, Catherine Mary	Worcester.
Rappaport, Thelma	Worcester.
Rich, Marion Agatha	Shrewsbury.
Ring, Sylvia Rachel	Worcester.
Ryan, Madeleine Beatrice	Worcester.
Smith, Victoria	Worcester.
Squire, Barbara Frances	Fall River.
Stafford, Helen Elizabeth	West Auburn.
Sullivan, Eileen Ann	Fall River.
Sullivan, Margaret Mary	Worcester.
Tsianco, Helen Alice	Worcester.
Wass, Florence Arlene	Leominster.
Wray, Mabel Elizabeth	Worcester.

Candidates for the Elementary School Teachers' Diploma.

Three-Year Curriculum.

Bearse, Minerva Adelaide	Worcester.
Cariglia, Rachel Mildred	Worcester.
Connelley, Merle Mary	Worcester.
Curll, Muriel Thelma	Worcester.
Dorling, Evelyn Emily	East Brookfield.
Gilchrist, Ruth Doris	Worcester.
Glixman, Anne	Worcester.
Gould, Marjorie Scott	Warren.
Kangas, Aili Amanda	Hubbardston.
Leach, May Temple	Warren.
McDonald, Alice Mary	Oxford.
Tays, Laura Jean	Palmer.
Webber, Margaret Charlotte	Rutland.

GRADUATES' ASSOCIATION.

Officers.

President	Miss Ethel M. Rankin	Class of 1908.
Vice-President	Mrs. Vera Leach Handy	Class of 1907.
Secretary	Mr. Harry A. Boyle	Class of 1918.
Honorary Secretary	Miss Arabella H. Tucker	Class of 1876.
Treasurer	Mr. William F. Butler	Class of 1899.

Executive Committee.

Miss Mary K. McAuliffe	Class of 1905.
Miss Katherine T. Goulding	Class of 1905.
Miss Mary F. Odlum	Class of 1923.

Committee on Necrology and Friendly Offices.

Mr. John E. Lynch	Class of 1884.
Mrs. Carrie Stone Woodward	Class of 1882.
Miss Florence G. Holden	Class of 1900.
Miss Emma E. Allison	Class of 1895.

Auditors.

Miss Margaret E. Flynn	Class of 1894.
Miss Annie J. Butterfield	Class of 1887.
Miss Mary V. McDonald	Class of 1916.

Publication of this Document approved by the Commission on Finance and Administration.
3M. 3-'30. Order 8138.